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# The relationship of teacher personality types to classroom effectiveness with at-risk students in special education residential schools.

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# THE RELATIONSHIP OF TEACHER PERSONALITY TYPES TO CLASSROOM EFFECTIVENESS WITH AT-RISK STUDENTS IN SPECIAL EDUCATION RESIDENTIAL SCHOOLS

A Dissertation Presented

by

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ABSTRACT

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TO CLASSROOM EFFECTIVENESS WITH AT-RISK STUDENTS
IN SPECIAL EDUCATION RESIDENTIAL SCHOOLS

MAY 1992

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This dissertation examined the personality types of ten selected teachers with one or more year's experience in the Hillcrest Educational Centers, Inc.'s residential schools to determine whether certain personality types were more effective than others in working with at-risk special education students in a classroom setting. This study also described how these types performed in the classroom, as well as their interactions with students outside of the classroom, giving consideration to the kinds of affect, approaches, and teaching styles utilized by each.

The central focus of this study was an interpretive perspective of these teachers, with data generated by participant observation and in-depth

interviews. All teachers were given the Myers-Briggs Type Indicator, and five were selected by their supervisors and their peers as the most effective teachers, while five more were selected who were not so designated, to function as the control group.

Although the findings of the study did not substantiate the validity of specific personality types as effective teachers, there was a high correlation between the characteristics of the effective teachers and the body of research on effective teaching.

A more in-depth study, with a larger population sample, and the use of the newly developed more comprehensive MBTI, might yield better results toward finding clusters of specific effective teacher personality types.

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# CHAPTER I

## INTRODUCTION

The literature on school effectiveness reveals the teacher as a major factor in the retention of the at-risk student. Effective teachers understand and respect the human personality of their students, as well as their own (Pullias and Young, 1968).

> The teaching-learning process involves a spirit of learning which includes in intimate, intricate relation the teacher (the presumably somewhat more mature learner), the student (the somewhat less mature learner), and the whole of life which ... is the true subject matter for learning. This delicately fluid process goes on in the environment of a society, a school, and most immediately a classroom (Pullias and Young, 1968, p. 10).

A comprehensive study of a small sample of elementary, junior high, and senior high school teachers emphasized that "the main reason chosen for entering teaching was the service nature of the profession and a desire to teach something or help someone learn" (Heck and Williams, 1984, p. x).

Conversely, according to the same study, "the main reason for leaving would be frustration - with the administration and administrative requirements, to a

lesser degree with peers, and to a considerable degree over students' lack of interest in learning" (p. x).

Successful teachers can nurture the natural desire of students to learn. Consequently, it is essential for schools to hire only the most capable and caring teachers. The hiring practices must assure that teachers have the ability to work with a broad base of students, including those who are at-risk for dropping out of school. A growing number of schools also recognize the importance of professional nourishment and constant support, and design special staff training for teachers of at-risk students, as well as regular in-service training "appropriate for teachers with varying skills, experience, and work situations" (Office of Educational Research and Improvement, 1987, p. 38).

Differences among schools, according to Heck and Williams (1984), tend to be "in the quality of interpersonal relations and school-wide problem solving" (p. xi). In a survey of selected elementary, junior and senior high schools, results were sorted on the basis of satisfaction reported by students, teachers, and parents. The data were based on the preferred goals of the respondents, the perceived school goal, and any serious problems that the schools were perceived to have.

> The top twenty-five percent of the schools so selected maintained an academic ambience; classroom climate was markedly more nurturing; the

> relationship between students and teachers was supportive; teachers viewed themselves as supported by their principal; teachers saw their peers as competent, hard-working professionals; parents said that teachers were accessible and that they had a good deal of information about their school (Heck and Williams, 1984, p. xi).

The data showed the top selected schools to be more renewing and as "taking care of the school's problems (p. xi). These schools were better places for parents, students, teachers, and principals.

Additionally, teachers in schools must be prepared for the "realities, demands, and expectations of interdependence" (Heck and Williams, 1984, p. xi). According to Heck and Williams, teachers must become proactive in creating educational systems through participation in decision-making and contributions to the overall culture of the school, and should no longer be content with merely adapting and remaining isolated within their classrooms.

A teacher providing support and encouragement to a student can make a difference in school success or failure. Teachers, by the very nature of their influence on students, must be given the necessary support and resources to carry their ideas to completion. A good school can provide successful educational experiences to its charges, and it is toward this goal that schools

should be restructured to better address the needs of at-risk students.

Joyce and McKibbon (1982) concluded:

> The general milieu of the school and the social movements of the times interact powerfully with the personalities of the teachers to create personal orientations which greatly influence how teachers view the world (and find themselves in it), and those views largely control what the individual can see as possibilities for personal and professional growth and the kind of options to which they can relate (p. 254).

According to Michael (1969), "the teacher is the most important person in any effort to humanize the school and to lessen the forces of alienation and depersonalization" (p. 97). But, for teachers to be able to lessen these forces for all students, it is significant for them to feel connected and humanized within the educational setting.

John Goodlad (1984) presented several studies that characterized the importance of the teacher in this way:

> ...able teachers, under favorable circumstances, do make an important difference in students' learning, especially in those areas not likely to be attended to in the family. These studies are in fact consistent with the popular notion that teachers

constitute the one single element of schooling most influencing students' learning. (p. 167).

This information is especially important for teaching the at-risk student, who works better with a more committed teacher, providing greater flexibility of options and alternatives to mazimize the student's learning experiences in a secure environment.

Patterson, Purkey, and Parker (1986) described the teaching process as a highly complex one, not easily understood by either researchers or practitioners. Since there is great diversity among the student population, it seems only logical that "teachers need an array of situationally appropriate instructional practices to improve learning" (p. 45).

## Background of the Study

While there has been research conducted on teacher characteristics, earlier research focused on isolated traits and qualities, rather than providing a comprehensive evaluation of teaching ability (Ryans, 1953). Shannon (1941) conducted personal interviews with superintendents of schools to determine "elements of excellence in teaching" (p. 168). His study concluded that the qualities that contributed most to teaching success were teaching skill, personality, teacher-student relationships, and knowledge of the subject matter.

Another study seeking the personality traits of the ideal teacher by Paul Witty (1947) ranked democratic attitude, kindliness, and consideration for the individual as the top ranking traits.

As research continued, it became evident that two conclusions could be drawn regarding research on teacher characteristics. "First, there was a variety of vocabulary used. Second, there was agreement on the importance of some characteristics but not on others" (Barr, 1948, p. 215). There were also questions about the validity and reliability of the data used, and Ryan (1949) recommended that researchers should set criteria which would encompass all aspects of teaching.

Although the attraction to teaching included the desire to work with young people, the psychological needs which "underlie an interest in working with children are undoubtedly varied and complex" (Lortie, 1975, p. 27). This complexity underlies the lack of justification for a concept of a single personality type among teachers. The emphases on research gradually switched from the search for teacher characteristics to an approach on teacher effectiveness, including patterns of teacher behaviors and student learning, a more process-product approach.

Although previous research addressed the search for teacher characteristics and attempted to correlate these with teacher effectiveness, this dissertation focused on the distinct personality types as categorized by the

Myers-Briggs Type Indicator (MBTI). The five highest ranked teachers in the Hillcrest Educational Centers' school system were described in their roles as classroom teachers, with their approaches, methodologies, and MBTI personality traits. Additionally, five teachers who had not been identified in the top five served as a control group for teachers in general.

Hillcrest Educational Centers, Inc. is an organization that is composed of four separate campuses within Berkshire County, Massachusetts. Each of these campuses is a residential treatment facility for students who have been diagnosed as having special needs by their state education, social service, or legal system, and have been placed at Hillcrest Educational Centers, Inc. (HEC) for twenty-four hour programming of their academic, clinical, physical, and recreational needs. There are 155 students across the four campuses, each with an Educational Director responsible for all educational programming as well as the supervision and evaluation of teachers, teacher aides, speech, physical, and occupational therapists.

Additional services include a full complement of nursing staff, social workers, a psychiatrist, child care workers, their supervisors, and campus administrators. The Administrative Offices include resource people in various fields, as well as a personnel department, accounting,

development services, admissions personnel, and administrative staff.

## Statement of the Problem

Research cited the school as a major determinant in the success or failure of children, and a negative reinforcer of the at-risk student. There were many reasons for this: the policies and procedures that push children out of the schools; the teachers who "sort" children and decide who will achieve success; the overcrowded and impersonal milieu of some schools; the sense of competition rather than cooperation; the reinforcement of low self-esteem issues within the school; and a lack of value attached to the attainment of a high school diploma.

However, literature revealed the teacher as a major factor in the retention of the at-risk student. A teacher providing support and encouragement to a student can make a difference in school success or failure. There is a need for flexibility within both programs and methodology, and teachers must be experts in understanding and sensitivity. They can do much to personalize and humanize the student's experiences in the school environment.

While much of the literature discussed the role of the teacher in effectively providing support and success to the at-risk student, there may be much insight provided to the process of teacher selection and success based on an analysis of individual "effective" teachers, using the

Myers-Briggs Type Indicator as a descriptor, as well as intensive individual case studies and classroom observation.

## Purpose of the Study

The purpose of this dissertation was to investigate the personality types of ten teachers with one or more years experience in the Hillcrest Educational Centers' residential schools to determine whether certain personality types are more effective than others in working with at-risk special education students in a classroom setting. This study also described how these types performed in the classroom, as well as their interests outside of the classroom, with consideration given to the kinds of affect, approaches, and teaching styles utilized by each (see Appendices A, B, and C).

Following are specific research questions that guided the study. These questions were developed on the basis of salient topics found in the literature and through the personal experiences of the researcher as a teacher of at-risk students.

## Research Questions

The following research questions have been raised:

1. What do effective teachers do within and outside the classroom with respect to their interactions with students?

2. Do effective teachers have a personality type that enables them to perform more effectively in the classroom?

3. Can knowledge gained on effective teachers be used to screen new teachers?

4. Can training address deficit areas in regard to more effective personality types?

## Definition of Terms

For the purposes of this study, the following definitions were developed.

### At-Risk Student

A child who has failed academically for a number of reasons, who presents acting-out behaviors, is not motivated, is depressed or troubled, and has been remanded to a private school setting with twenty-four hour programming to address his/her physical, emotional, recreational, and academic needs.

### Attitude

The tendency to respond specifically toward an object, situation, or value, usually with feelings and emotions. Attitudes can be inferred from overt behaviors, both verbal and non-verbal.

Education Director

The person on campus whose responsibilities would most resemble that of a principal of a school, with oversight management of the supervision and evaluation of teachers and teacher aides, program development and implementation, and compliance with regulatory agencies.

Effective Teacher

Staff members in the school who have classroom responsibilities, and have been rated by their respective Education Directors over the past one or more years as the best teachers, with no administrative obligations. (There are teachers in this study, however, who were not designated as effective, but in actually are as effective as any who happened to be rated in the top five.)

Interaction

Person-to-person contacts between teachers and students within and outside of the classroom.

Participant Observation

A research technique combining participation in the population under observation with the observable patterns of behavior in order to directly collect information about the behavior.

Personality Types

Terminology of the Myers-Briggs Type Indicator to describe the characterization of the ways people perceive and relate to the world around them.

Residential School

A private treatment center housing designated Special Education students who are served within its facilities for twenty-four hours daily over a twelve month period each year. The child's academic, residential, and clinical needs are served in this environment.

Special Education

A term used to designate students whose academic needs are served under local state and federal mandates for special needs in a private residential setting, due to the severity of their handicapping conditions.

Teaching Styles

The approaches and methods used by teachers to engage their students in the learning process, including subject matter and general knowledge, teaching ability, and interpersonal skills within an integrated structure of dynamic relationships.

Value

Something regarded as desirable, worthy, or right, as in a belief or standard, esteemed or prized highly.

## Significance of the Study

Much of the research that has been done on effective teaching has failed to address the possibility of some personality types being more effective in the classroom than others.

In a residential school setting geared to at-risk special education students, it is important that the most effective teachers work with this student population. These students are those who have been identified by school systems, parents, and state agencies as being in need of a highly structured, engaging environment whose goals are to modify their behaviors and maximize their academic skills.

This may necessitate a different kind of teacher relationship with students. Students who have suffered prior educational and social failure, and sometimes physical abuse and neglect need teachers with excellent skills with which to address their issues.

A study by Wise, Darling-Hammond, and Berry (1988) revealed that teacher selection and retention is linked closely to the processes of recruitment, screening, hiring, placement, induction, and evaluation. An effective teacher selection system is characterized by critical linkages

which consist of a wide recruitment network to expand the quality of the teaching pool; timely decision-making and hiring practices; cost-effective screening techniques to measure the skills and potential of the candidates; communication to candidates as valued professionals; the involvement of senior teachers in the screening and mentoring phases; appropriate placement of new hires; a system of personnel development that defines the district's expectations of new teachers; an evaluation system to improve the quality of the selection system; and leadership that will promote commitment and shared values.

This study served to reinforce the importance of good screening processes in hiring as well as in the retention of quality teachers to work with at-risk students.

Students at residential schools may require different kinds of instructional methods and relationships with their teachers.

This study tried to provide information that could be translated into training modalities for restructuring teacher approaches for more effectiveness. The Myers-Briggs Type Indicator might be used as one tool for Education Directors to secure more effective teachers for this specialized population during the screening process.

## Limitations of the Study

1. The teacher evaluation tool was one that had been developed by Hillcrest Educational Centers, Inc. for use with its teaching staff and may not have fully reflected the characteristics described in the literature on effective teachers.

2. The study included ten teachers. These teachers were evaluated by four different Education Directors, respectively, who may have varied on their perspectives of good classroom teaching (see Appendix D).

3. The study included case studies of ten teachers, and these results may not have been of sufficient quantity to generalize to all teachers in similar situations.

4. One of the central instruments, the Myers-Briggs Type Indicator, could be considered to have limitations due to the nature of its forced choice response.

## Summary

According to the research presented, the literature on school effectiveness revealed the teacher as a major factor in the retention or success of the at-risk student. This dissertation provided an overview of the backgrounds and personalities of ten teachers in the Hillcrest Educational Centers, Inc. campuses, and focused on the daily interactions between these teachers and their students.

The researcher did not find other interpretive studies of teachers in residential settings with at-risk students during her research, which covered the last ten years. This study added to the knowledge of teacher personality types by describing various personality types as they performed within their classroom settings.

It presented case studies of teachers and recorded classroom observations to compare and contrast the methods and approaches that are indicative of specific characteristics as broadly defined within the parameters of the types and temperaments of the Myers-Briggs Type Indicator.

# CHAPTER II

# REVIEW OF THE LITERATURE

## Introduction

With the publication of A Nation At Risk in April 1983, the plight of schooling in America once again came into focus, with much emphasis and concern placed on excellence in education and recommendations proposed for developing the talents of all students to the fullest. This report reflected the hope heard from students, school board members, teachers, leaders of industry, minority groups, parents, and state officials in their commitment to quality education. It also addressed an emerging national sense of frustration toward schooling that did not prepare students for either employment or college training, compounded by a changing technological environment demanding "greater sophistication and preparation" (p. 12).

In the educational literature of today, there is a concern for addressing this population of unprepared students (Goodlad, 1984). While it is unclear which students constitute the population known as "at-risk" and an exact definition of which students are at-risk needs clarification, it is evident that there are large numbers of students who are not well served within school settings.

This emphasis reflects a national trend and highlights the increasing need within the schools to help students who are apathetic and unmotivated (Wheeler and Dorman, 1988). These disaffected children are perhaps the most difficult group to identify until they are signing

papers to leave school or have already dropped out of sight.

Rivlin (1966) reported that the major problem with dropouts is that they leave school frustrated, with a sense of failure because they are dropping out for negative reasons. They are not going to something, but rather from something, and lack any satisfaction from learning or motivation toward goals. He further stated that students left as a protest against a world that has been created by significant persons in their lives. This was partially a result of things which did or did not happen to children in their earlier lives, not exclusively what they did or did not do in school which determined their continuance there.

Combined with these concerns was the issue of employment for these unskilled students, and a nation which presented an alarming picture of increasing illiteracy, further complicated by the growing numbers of non-English speaking populations, found particularly in urban settings (National Commission on Excellence in Education, 1983). All of these factors put increasing pressure on the expectations for schools, and reinforced the need for them to conduct their business in a different way.

While not all children leave school or become problematic to themselves or others, there is intense pressure to succeed in school that causes even able and motivated students to experience frustration and

disappointment in a system touted as a "marketplace for ideas" (Glasser, 1969). School systems have historically used the retention of students in dealing with the at-risk, but this strategy has fostered a generation whose literacy skills are under attack. Various statistics reveal an alarming tendency of large numbers of students leaving school before graduation because they are failing to learn, and it becomes clear that schools must reaffirm a commitment to educate all children, and recognize that the schools themselves can make a difference (Wheeler and Dorman, 1988).

There is a multiplicity of reasons that can account for the escalating dropout rates and burgeoning numbers of students who may be in actual attendance at school, but who are so disconnected that their needs are served neither emotionally nor intellectually. The charge of American schools to educate all children is a complex and difficult one, which is both influenced and inhibited by factors from the home, the school itself, and various outside considerations with which the students interface as a part of their daily lives. Lessinger (1970) stated that "each child has a right to be taught what he needs to know in order to take a productive, rewarding part in our society" (p. 4).

Sinclair and Ghory (1987) stated the responsibility of schools:

> They must provide free elementary and secondary education for all young people up to age sixteen and to any interested young people through grade twelve. Schools are required to provide optimum access to any program for an increasingly diverse student population, which includes many students who have previously been the most neglected and disaffected. A balance of academic, vocational, social, and personal goals has been mandated for all students through a comprehensive program of studies and activities to be made available at each school. Citizens and courts expect affirmative action to reduce barriers to access or success that might arise from economic, racial, gender, or cultural differences among students. (p. 1).

## The At-Risk Student

### Definition

In reviewing some of the major reports and articles that have been published over the last ten years, it becomes evident that education in the United States has not been successful for a large number of students. Many ideas have been introduced in the educational reform proposals that have swept the country in recent years. Although there are common sets of characteristics within schools, e.g., school functions, school relevance, how teachers

teach, and the circumstances which surround teaching, the school to school differences in how these are enacted cause schools to differ significantly (Goodlad, 1984).

There is a negativity in the schools today that is reflected in the tracking at early ages, the rigidity of the school structure itself, irrelevant curriculum, limited options, major attendance problems, a threatening school climate, and outdated methodology (Powell, Farrar, and Cohen, 1985). However, with the research currently being conducted, there is hope that schools can become positive and relevant places for children, given a proper school climate incorporating both good leadership and an environment encouraging and enhancing academic learning (The National Council on Excellence, 1983).

While there are some differences in pinpointing identifying markers of the at-risk student, there are basic, underlying assumptions about the target population.

Zeller (1966) cited some of the primary factors that contribute to students becoming at-risk: academic failure, poor reading ability, below grade placement, retention, poor attendance, movement from school to school, non-participation in school activities, low parental educational levels, low income, and living with one parent. The decision to leave school was also linked to antagonism to teachers and principals, non-relevance and disinterest in school, a lack of belonging, an unhappy family situation, and a marked feeling of difference from one's peers.

A further study in the Education U.S.A. Special Report (1972) listed characteristics of the potential dropout: few friends in school; moving from school to school; low aptitude, reading ability, and achievement; retention in school; a disciplinary record; frequent absenteeism; no interest in extracurricular activities; and lack of home stability, parental interest, and support.

Wheelock and Dorman (1983) presented the following generalizations:

1. There was a perceived low value to a high school diploma;

2. Many students who leave school have competing responsibilities of a family or economic nature;

3. There was a feeling of low self-esteem that is coupled to a continuing sense of frustration and/or failure;

4. Schools used "push out" practices and policies to ease out "problem" students as they reach legal age; and

5. Pregnancy continued to be a major cause of teenage girls who leave school.

The AASA (1989) provided another definition:

> At-risk children are potential non-completers who - because of social, health, or educational factors - are experiencing difficulty with learning, school achievement, progress toward graduation, or preparation for employment, as evidenced by pupils who 1) have been absent from school without

> acceptable excuses, 2) are parents, 3) have been adjudicated delinquents, and 4) are one or more years behind their age group in the number of credits attained or basic skill levels. (p. 39).

A 1966 study by Amos held true for at-risk students. He defined this population as "those who have heavy liabilities which lessen their chances for competing successfully with their fellow citizens in all phases of life" (p. 9). These were children to whom day-to-day survival was paramount, many of whom have been disadvantaged from birth due to minority status and poverty, and they may be further isolated from the mainstream of society by their physical environment, such as in the case of migrant children or those in poor rural America. These limiting factors were not found in isolation, but it was rather a combination of circumstances that disadvantaged these children so effectively. Although these children might not look so at-risk as youngsters, the typical lack of parental support and a non-stimulating home environment became apparent as they grew older. Mobility was usually a compounding factor, as were the language deficits that were often found in this population. These children were motivated by short term goals, and generally did not relate to the middle class values espoused in the typical school.

Recently, the Rhode Island Department of Education (1988) described various categories and specific

descriptors in a study of the at-risk student. Included therein were academic factors, such as low basic skills and test performance, poor grades, and below grade level performance, as well as school/social factors; one or more years older than students in the same grade, attendance problems, discipline problems, no extracurricular involvement, frequent transfers between schools, and lack of motivation in school.

Additionally, there were home/social factors contributing to at-risk students, including a family in the lower economic levels, perhaps with the student on free or reduced lunch and an unstable home; the poor attitudes of parent/s toward school or graduation; and black, Hispanic, or Native American racial groups, with limited or no English proficiency. The list of personal/social factors encompassed employment of over 10-15 hours per week, poor health, a negative self-concept, alcohol and/or substance abuse, and pregnancy.

The national figures showed that minority populations exhibited the highest dropout rates, with Black (36%), Hispanic (45%), and Native American students leading (40%) with the highest percentages. Within the Asian dropout population, the newly arrived refugee students, representing 44% of immigrants admitted to the United States, exhibited the largest dropout configuration (30%-50%), increased by the deprivation of formal schooling in their war-torn countries (French and Nellhaus, 1989).

But the differences across race, ethnicity, geography, and other demographics were not particularly noticeable given the harsh realization that poverty was the singlemost determinant of failure in the schools (Office of Educational Research and Improvement, 1987).

Nauman (1985) reported that most of the at-risk students in schools are competent and possess the ability to graduate. The problems they encounter are often linked to delinquent behavior, and they tend to experience difficulties in following the norms and expectations set by adults and authority figures. They may also have been involved in family problems that brought them beyond the reach of the public schoolsystem.

Levin (1989) stated:

At-risk students are those who lack the home and community resources to benefit from conventional schooling practices. Because of poverty, cultural differences, broken families, or linguistic differences, they tend to have low academic achievement and to experience high secondary school dropout rates. (p. 47).

Students at risk constitute the soft underbelly of our nation. They make up "the third world" in education. They are alienated fronm the mainstream of school life. They are disconnected demographically from their fellow students and from

> the education offered in traditional schools, in traditional ways. (AASA, 1989, p. 15).

Negative Reinforcers

Friedenberg (1968) addressed the concerns of at-risk children by discussing the problem of alienation, not only in the schools, but throughout contemporary society. But focusing on the school setting demands a hard look at how schools measure success. Schools direct their energies toward the acquisition of knowledge, and a student is often judged on rote knowledge that is revealed through examinations. Much of class work is geared to individual achievement, competition rather than cooperation, and this further encourages isolation and lack of social interface. Many schools do not deal with the practical application of knowledge, so the focus is on a student "being" because he/she is "doing."

Psychological Stressors

The act of leaving school has been usually a culmination of many negative experiences for at-risk students, and the ultimate feeling that the school has rejected the person. Messages of rejection have been a part of the at-risk students' lives from early years and have been reinforced throughout their schooling. Negative messages have been inherent in their lives, and reinforced the themes of lack of success, alienation, and exclusion

that ultimately resulted in either a literal or figurative dropping out of school (Wheelock and Dorman, 1988).

Wehlage, Rutter, Smith, Lesko, and Fernandez, 1989, pointed out that many students admit to boredom as the most dominant characteristic they feel towards school. This reflected in part the traditional classroom, with its lack of variety and stimulation in making learning more exciting and exhilarating. Students did not want to merely mark time with redundancy and repetition, but to experience life itself in an energizing manner. It has been said that many students learn far more outside of school than within its confines, and this again targets the necessity in reorganizing schools to better address the needs of the students. According to Lessinger (1970), the idea of forming alliances with many partners is mandatory for success.

The recurring theme of failure is notable and worthy of further mention. Not only does the at-risk student fail in academic matters, but a study undertaken in Ohio (1961-1962) also revealed that the dropout population was less emotionally and socially mature than its graduating counterparts. And, coupled with the disadvantages of coming from lower class homes where language may be improperly used or its importance not stressed, the odds against success stack up heavily for these students (Mink and Kaplan, 1970).

Mink and Kaplan reported a marked correlation between failure-prone students and a lack of consistency and stability within the family setting, with a response to frustration of either aggressive behavior or complete withdrawal. This was accompanied by a lack of investment in the school as well as unsatisfactory school situations. Although the majority of at-risk students possessed the ability to graduate, they fared poorly in the educational setting for a number of highly complex, and interrelated reasons. The at-risk group was less satisfied with social relationships in school than others, and did not engage in extra-curricular activities to any extent.

## The School and the At-Risk Student

### School Push-Out Practices

The Rhode Island DOE (1988) targeted John Goodlad's work in identifying issues that pushed students out of school. Goodlad identified markers such as large schools and classes, an abuse of tracking, misuse of standardized tests, higher requirements without remediation or support for low-achieving students, emphasis on seat-time versus competency, and a lack of support for minorities.

In addition to the outside factors contributing to the problem of at-risk children, educational specialists are beginning to explore the role of the school in

discouraging students from staying, and the use of practices and policies employed in pushing these at-risk children out of school (Orr, 1987).

Mink and Kaplan (1970) pointed out that schools at least partially contribute to the dropout problem, often through their policies, personnel, and curricula, which are responsible for forcing out many students who might succeed, given the proper attention and programming.

A variety of school district policies and practices reinforced the sense of student alienation and encouraged children leaving school before graduation. These practices compounded the students' feelings of frustration and lack of success through the use of such policies as "nonpromotion, tracking, misuses of standardized testing, and standardized curriculum to send messages of rejection to vulnerable students" (Wheelock and Dorman, 1988). Another exclusionary practice was the requirement in many schools to attain and retain certain grades for participation in extracurricular activities. Since many students, according to Wheelock and Dorman, already carried low grades, there was a further negative message conveyed to at-risk students who are thus isolated once again from any connection with the school. The students' sense of rejection was rooted in specific school practices and in school structure and climate.

School Solutions

Notwithstanding all of the information that has been cited in this paper, and the various factors listed thatcontribute to school failure, the research showed that a good school can help at-risk students succeed. Schools have little or no influence over their students' backgrounds, and know that "many students' negative behaviors in school are only symptomatic responses to adverse school, home and community factors" (French and Nellhaus, 1989, p. 11).

Student behaviors will not change until the causal factors can be changed, but focusing on school and community conditions that place students at risk could reduce the dropout rate. Schools could focus more on conditions that are changeable by examining their own policies and practices that bolster student failure.

And, because of the low self-esteem issues with at-risk students, when they are questioned about their reasons for dropping out of school, they will usually blame themselves, rather than questioning the school as an institution which has not effectively dealt with satisfying some of their needs (French and Nellhaus, 1989).

> According to Wehlage et al. (1989), for some students: ...the indignities they suffer result from academic failure; for others it is conflict with peers or adults, loneliness and isolation, and

general lack of success in things valued by the school or peer group. Many students go to school each day only to be told in various subtle and direct ways that they are not good at anything. (p. 8).

These continued messages of failure to students whittle away at their self-esteem, reinforcing the idea that they can do nothing right. The emphasis becomes the childrens' own failures, rather than on contributing school factors, and the feeling that, if the students cannot succeed, they should leave school. For many of these students, there are no program options or alternatives to help them to deal with their problems (Wehlage et al., 1989).

Eurich and his staff (1970) saw the educational system of the 1980's as a place of change, a time when schools would include the community as a learning experience, as a teacher, where schools themselves would become "a growth period and a social condition" (p.6). They decried the captive nature of schools and the servility with which schools dealt with their clientele, and felt that children needed much more freedom to choose their own schools and curricula, as well as incentives to attend and achieve. They stated that schools had yet to prove that what they offer is what is needed to get through life, rather than a reflection of monetary reward and the chance for increased social mobility, based primarily of how much schooling is acquired. These premises challenge

the ability of schools to guide children to invest in their own futures and question whether the skills needed to survive are even taught within the school walls.

Howard Howe, II (1970) pointed out that there was a "neglected majority of secondary school students who will never attend college, and who gain little or nothing from their secondary experience, even if it is completed" (p. 104). He saw secondary schooling as a "sorting out" operation, where teachers basically decide who will succeed, without giving much help to those who will probably fail. Howe's feeling was that schools must make radical changes to keep pace with the needs of the changing population.

Lazerson (1986) referred to this neglected group as "the unspecial," and stated that they were a central dilemma of secondary education. He reported that:

> They have repeatedly been a focus of historical concern, seemingly to no avail. They are admitted to nothing that confers specialness, they have few important allies or advocates, their parents rarely possess the knowledge and experience to insist that schools pay attention to them, they are not pushed to learn, their programs show little or no coherence, and they and their teachers rarely mount any substantial campaign to modify these conditions. They are the prime victims of the accomodations and treaties, the most likely to get

teachers just as anxious as they are to live and let live. (p. 43).

## The Teacher and the At-Risk Student

One of the major components in the plan to retain at-risk students in the schools is the role of the teacher. The influence of this person in the student's daily life should not be overlooked.

### Teacher Culture

Craig Nauman (1985) discussed teacher culture in the schools, emphasizing the impossibility of separating teachers' beliefs and practices. "The basic beliefs teachers hold about students and schooling have a dramatic effect on their practice. Practice, in turn, reinforces the belief system" (p. 7). Because of this, the educational system remains conservative and is highly resistant to change, inhibiting a more flexible view to alternatives and options for those children who are not succeeding in the traditional modes.

Nauman also discussed the necessity for children to form bonds with teachers, which lead to successful school experiences and an easier transition to adulthood. This would provide a basis for students' attachments to their schooling.

Kozol (1981) described teachers as hard workers who are paid little, but are expected to contribute most of

their time to the tasks for which they are employed. He saw teachers as "seldom rewarded in any way except perhaps in the one and only way that decent teachers ever find reward: in the gratification of a difficult job done well and in a very basic kind of private dignity courageously upheld" (p. xii).

## Teacher Practices

In actual practice, Firestone (1989) reported that the traditional school treated students as spectators, with the teacher providing materials in the content areas, keeping social, emotional, and economic concerns separate from the educational component.

Student and teacher alienation are mutually reinforcing, and an awareness of this problem can lead to improvement for both groups. Not only do administrators need to deal more effectively with burnout in teachers, but also in addressing the discontent of so many students within the system (Firestone, 1989).

In a similar vein, Larry Cuban (1989) stressed the importance of flexibility in the schools through the employment of non-traditional approaches. This kind of approach necessitates the choice of teachers who are willing to commit to working with at-risk students, coupled with a willingness to experiment with different techniques and methodologies, and a clear awareness of the personal and cultural issues involved.

At-risk students live within the school feeling that they must conform to the standards of the school, or leaveit. The schools do not usually look to themselves to alter their organizational beliefs to fit marginal learners. Sinclair and Ghory (1987) felt that educators "need to appreciate better the ways that long-standing educational practices and traditions contribute to the difficulties of learners who have been pushed to the margins of schools" (p. 61).

Necessary Teacher Changes

There is a need in schools for teachers to be experts in human relations and understanding, given the complexity of problems brought to them daily through their students. Additionally, teachers need to be experts in their content areas, and in how to motivate students and to know the reasons that they teach what they teach (Rivlin, 1966). Rivlin further targeted the needs of the at-risk children: the need for recognition; for being treated as a person; and the need for feelings of success. He questioned what teachers were doing to stimulate educational growth, to provide a sense of self-worth and accomplishment, and to motivate children to learn.

Lessinger (1970) pointed out the need for changing the expectations of teachers, so that they feel the responsibility to give all students a chance to succeed. He reported the concept of the teacher as an educational

engineer, a manager who can provide flexibility to assist in individualized instruction. Teachers could humanize their roles, using outside agencies and personnel to alleviate the overwhelming responsibility that is so much a part of their problem. He recommended that education focus on a series of mastery skills, rather than on a program of material to be covered.

Teacher Impact

According to Michael (1969), "the teacher is the most important person in any effort to humanize the school and to lessen the forces of alienation and depersonalization" (p. 97). It is therefore of consequence to provide teachers with input into decision and policy making, as well as into the implementation of instructional techniques and methodologies which result from their participation in the development of curriculum and instruction.

Wehlage et al. (1989) addressed the need for common beliefs and values between teachers and students which confirm the potential of students and foster the teachers' commitment to educate all of the children. They cited the need for reciprocity in the student-teacher relationship, so that mutual respect and sensitivity are employed to encourage student bonding and attachment to the school and to overcome impediments to the learning process.

## Characteristics of the Master Teacher

The current literature on teacher effectiveness has been instrumental in determining the behaviors of the master teacher, and in differentiating the work of teaching and identifying some teachers as master teachers. This work was intended to recruit and retain good teachers and to reward teachers for their effectiveness (Good and Brophy, 1987).

Griffin (1985) stated that the success of master teacher programs is largely dependent on the criteria used to evaluate teachers. He proposed two dominant ways to identify and describe the master teacher. The first idea involved the use of a "better than" feeling, based on subjective evaluations of teachers who are performing basically the same activities. This concept was weakened by the use of management indicators to judge teaching ability, for it limits the information needed to define the use of instructional practices and curriculum content as achievers of success.

Griffin's second concept identified the master teacher by using the "more than" perspective. "In this view, the master teacher is one who may or may not engage in traditional teaching but who also performs specialized functions in schools and classrooms" (National Education Association, 1983).

Doyle (1985) defined master teachers as those who consistently design tasks that convey the curriculum to students in a complex classroom environment. Caldwell (1985) noted that master teachers have performed effectively in their own classrooms, and they should receive specialized training and support to assist them in issues associated with helping other teachers.

According to Allen (1986):

> Master teachers are brighter and more dedicated than the average. They are better organized and more efficient classroom managers, and better prepared and more thorough in the way they teach. Student achievement gains result from efficient daily planning, thorough planning, thorough preparation, and high expectations that challenge students to achieve until they reach their potential. They possess superior knowledge of their subject matter and superior skills in teaching, having the ability to cause teaching. They are clearly recognized among their colleagues as leaders who are willing and able to share their expertise as well as assist other teachers in professional development (p. 2).

Brophy and Good (1987) suggested that teachers who are guided by their own beliefs as to what is reasonable and appropriate will set realistic goals. If they possess the necessary skills, they will systematically guide students toward the achievement of these goals and are most

likely to have positive expectation effects on their students. In terms of the "master teacher," the person would be expected to perform at superior levels for all established criteria for effective teaching. This includes superior skills in subject matter and general knowledge, teaching ability, and interpersonal skills (Allen, p.3).

The research reinforced the complexity of the teaching task and the teacher therein. The complex roles of the successful teacher will be discussed separately in the following sections, although in reality, they occur within an integrated structure of dynamic relationships rather than in discrete parts.

Teacher as Person

There have been "special" teachers in the lives of many students, and these persons probably differed in instructional techniques, expectations placed on students, and methods of instruction. The characteristics that they possessed in common involved their human qualities of caring, trusting, and the sharing of themselves (Heck and Williams, 1984).

The ability of the facilitator to be a "real" person contributed to the effectiveness of the teaching role. A good teacher must be real and genuine, as well as teaching actualization by being involved in the world and in bringing that involvement to teaching.

Heck and Williams (1984) further stated that:

> Teachers need to realize that it is permissible to allow students to see their humanity. They can show their own weaknesses, concerns, beliefs, and humor to students; it is possible to allow students to see the essence of one's personality and still be astable person. Such revelations of character require courage, but they also result in much fuller relationships between students and teachers. (p. 5).

Brophy and Good (1987) described the differences between teachers who saw the transmission of knowledge as their primary goal and those who saw establishing positive student-teacher relationships to encourage students to achieve success as their primary goal. The former group focused narrowly on cognitive development, while the latter group was concerned with the development of the whole student.

The greatest teachers gave life and meaning to their teaching through a special quality of their personalities. Pullias and Young (1969) stated that "the essence of the teaching art lies in the character of the person" (p. 254). For some teachers, the stresses of teaching are a means of growth. They come to typify teachers at their best: "kindly, stimulating, inquiring, mature, thoughtful, objective, confident, joyful, sincere, creative" (p. 256). To remain effective, the teacher must be "growing toward

excellence in every phase of his life that relates to teaching" (p. 278).

Teacher as Facilitator

Especially for at-risk students, the classroom must provide an interactive environment for learning. A creative learning environment is one that is designed toshow students how to think. This environment must emphasize a climate in which students can think beyond the classroom, allowing students to grow and become excited about learning (Heck and Williams, 1984).

> Such a classroom setting might be thought of as a learning resource center or a laboratory, and the teacher might be seen as a resource person. The role of resource person implies that a teacher provides a variety of ideas and materials from which the learner can examine a range of choices. (Heck and Williams, 1984, p. 73).

Teachers function as guides on the learning journey, where the knowledge, experience, and interest they possess gives them the major responsibilities for student success. Part of the teachers' responsibility involves knowing the backgrounds, abilities, maturity levels, strengths and weaknesses, special talents and interests, and learning styles of the students in their charge.

Pullias and Young( 1969) stated that perhaps the most important aspect in teaching was the relationship of

the teacher to the students. "...surely the effectiveness of a teacher...is greatly influenced by his personal qualities as reflected in attitudes toward himself, toward his students, and toward learning" (p. 115).

Special teachers must probably have at least a measure of charisma to create the relationship with their students that provides the encouragement needed to achieve success in the classroom setting. Most adolescents continue to accept adult direction, and must be taught to make independent decisions, an element of maturity. "Adults can help this learning, in powerful ways, by example, by being honest, by trusting young people, and by giving them the compliment of both asking much of them and holding them accountable for it" (Sizer, 1984, p. 51).

Allen's research (1986) further described outstanding teachers as possessing superior teacher-student relationships and behaviors: "encourages self-motivation in students; inspires self-confidence in students; involves students in learning activities; is perceived favorably by students and parents; facilitates worthwhile student interaction; is perceptive of individual student needs; makes provisions for differing student interests and needs; and makes efforts to encourage student development of hypotheses and theories" (p. 144).

Teacher as Counselor

The main relationship in schools is between the student and the teacher, and that relationship can be comparable to a family model, based on human service. (Cooper, 1988). The teacher is often a counselor and confidant for students and their parents. Although teachers may not wish to be in the role of counselors, the nature of teaching puts them in that position.

> The learner is forever faced with the necessity of making decisions; he will turn to his teacher for help in making them. The learner will find himself lonely and baffled and perhaps self-condemning; he will turn to his teacher as a confidant. The more effective the teacher is, the more students will to him for such counsel and such confidences (Pullias and Young, 1968, p. 90).

The questions and decisions may vary greatly, but the learning situation provides the source of questioning about life. Pullias and Young (1960) further stated that developing teachers need to understand the nature of counseling in their roles and to do it well. While students come to teachers for learning and growth, at-risk students need to be healed to participate effectively in that learning. The home and school experiences that students bring

from their earlier years may erode their confidence and damage their feelings of self-esteem.

For these students, "if the pathology is not too deep and fixed, a reasonably good environment, a little success, a special interest on the part of an admired teacher, a reduction in pressure or demand, and a little common-sense guidance will solve the problem" (Pullias and Young, 1968, p. 96).

The teacher inherits all that has gone before in the student's life. A crucial characteristic of the student-teacher relationship is confidence and mutual respect. This includes the keeping of trust with the student. Sometimes the counseling is merely giving a student the benefit of one's experience in the role of a friend, as well as retaining a special and unique relationship with that student. (Pullias and Young, 1968).

Another of the educational tasks is to organize compatibility between teachers and students. Adams and Biddle (1970) discussed the past training of teachers to work with special kinds of students, i.e., handicapped children, gifted and talented, etc., and the focus on currently training teachers to work with disadvantaged children in culturally and ethnically underprivileged communities, those who are at-risk for failure in the school setting. Establishing and maintaining relationships with students is a major part of the teaching craft, an integral part of good teaching. (Lortie, 1975).

Since learning is a human activity, it depends in large part on the idiosyncracies of humans and the balance maintained in the learning patterns. "The readiness of the students, the power of the incentives they feel for learning, and the potency of teachers' inspiration count more than does any structure of any school" (Sizer, 1984, p. 205).

Teacher as Manager

Research showed the importance of teachers in their roles as administrators and managers in the classroom. Allen (1986) stated that "the ability to organize and manage a classroom is a basic teaching skill that crosses grade levels and subject areas. Management behaviors are an indirect cause of student learning, influencing student behavior and instruction" (p. 31). Effective teachers are also effective managers.

Management involves planning of all phases of the classroom routine, including evaluation and research. Although planning is important, it must be kept flexible and responsive to the needs of the students and encompass the priorities of both what to teach and how to teach. Heck and Williams (1984) stressed that teachers must organize materials, activities, and programs that are effective and appropriate. The development of effective managerial skills in the classroom will free the teacher to

work more directly with the students, challenging them with a variety of activities to generate interest and enthusiasm.

Effective managers assume the responsibility of problem solving, concentrating on helping students cope with conflicts and establishing positive teacher-student relationships. (Allen, 1986). "Management behaviors are an indirect cause of student learning, influencing student behavior and instruction" (Allen, 1986, p. 31).

Kounin (1970) identified four variables for good classroom management: with-it-ness, which detects inappropriate student behaviors and maximizes student attention to task; overlapping, or the use of several activities at one time; continuity and momentum in lessons, and variety and challenge in seatwork. Teachers using these methods develop long-term, solution-oriented approaches to help students understand and cope with problems caused by their inappropriate behaviors.

According to Allen (1986):

> The effectiveness research is clear in classifying management as a skill of the effective teacher who seeks to promote high levels of student involvement in a productive learning environment that prevents potential problems. The effective teacher mazimizes the use of student time, promotes student attentiveness, and efficiently organizes the classroom. (p. 35).

Effectiveness Research

In addition to the categories used in the previous analysis, lists of characteristics were compiled by Allen (1986) through the use of statewide performance criteria, the CATE/S (Computer Assisted Teacher Evaluation/Supervision), state guidelines for teacher performance, and a description of behaviors from effective teaching research.

The descriptors of behaviors from effective teaching research will be listed, since these behaviors substantiate the majority of behaviors utilized from other sources.

According to the research on effective teaching, these were the behaviors/attributes most commonly found in effective teachers:

> demonstrates effective planning skills; implements the lesson plan; motivates students; communicates effectively with students; provides students with specific evaluative feedback; prepares appropriate evaluative feedback; displays a thorough knowledge of curriculum and subject matter; selects learning content congruent with the prescribed curriculum; provides opportunities for individual differences; ensures student time on task; sets high expectations for student achievement; plans for and makes effective use of time, materials, and resources; demonstrates evidence of personal organization; sets high expectations for student behavior; organizes

> students for effective instruction; demonstrates effective interpersonal relationships with others; demonstrates awareness of the needs of students; promotes positive self-concept; demonstrates sensitivity in relating to students; promotes self discipline and responsibility; and demonstrates a willingness to keep curriculum and instructional practices current. (Allen, 1986, p. 83).

The personal and professional qualities listed throughout this section focused on the characteristics of successful teachers. While there are specific roles assumed by classroom teachers, there are intrinsic characteristics of master teachers that set them apart from the rest of their colleagues.

## Facilitators for Teachers in the School Environment

Research has shown that "teacher attrition is most closely related to teaching conditions that undermine the teacher's ability to do an effective job, not lack of money" (Allen, 1986, p. 4).

> Conditions that diminish the opportunity for professional growth, provide inadequate preparation time, create administrator-teacher conflict, and provide no support for teachers to deal effectively with student misbehavior can result in teachers leaving the profession. Job satisfaction can be created if professional alternatives are available

and feasible. Opportunities for leadership and professional recognition seem to enhance the retention of outstanding teachers. (Allen, 1986, p. 4).

With these factors in mind, the focus on how to support and retain successful teachers becomes critical. It is necessary to look at the factors that facilitate teacher success in the school setting, and their contribution to increased student achievement.

Teacher Performance

During the 1960's, when teaching salaries were low, yet teaching was viewed as a career with prestige and esteem, there was little thought given to the relationship between the role of teachers and accountability for student achievement. Student failure was blamed on lack of student ability or effort, or on lack of intelligence and home background. With a shift to more accountability for teacher performance came the assumption that teachers did have an impact on student achievement. The challenge was put forth to educators to adapt the teaching process to meet the needs of all students. (Allen, 1986).

While researchers differed in their findings for teacher effectiveness in the 1970's, there were characteristics reported that seemed to influence classroom behavior.

These included traits such as clarity, variability, enthusiasm, task-orientation, and opportunities

provided for students to learn material. Other characteristics included the use of student ideas, praise, structuring comments, types of questions, probing, and difficulty of instruction. (Allen, 1986, p. 21).

Teacher-student interactions were cited as a critical relationship in the learning process. Englert (1984) emphasized that what teachers say and do in the classroom has a critical effect on student learning, which ultimately determines teacher effectiveness.

Teacher Culture

Research has shown that schools need to be proactive in providing strategies to help students overcome impediments to learning. In order to do this, it isacknowledged that teachers must adopt a teacher culture wherein the adults share certain beliefs and values that both confirm the obligations of students and the obligations of teachers in educating them. (Wehlage et al., 1989). Wehlage et al. further stated the need for reciprocity in the teacher-student relationship, requiring both parties to treat each other with respect. "In the education of at-risk students, it requires educators to take the initiative in helping students overcome impediments to social bonding and membership" (Wehlage et al., 1989, p. 135).

Their research further cited the four teacher beliefs/values which constitute positive teacher culture, enhancing student success and achievement. These are personal accountability for student success, an extended teacher role, persistence with students, and a sense of optimism.

Wehlage et al. (1989) reported the belief that individual educators held themselves personally accountable for the success of each student. This means that effective teachers accepted the responsibility for meeting the needs of individual students in overcoming obstacles to the learning process. This broadly included the promotion of social and personal competence along with academic skills.

This concept led to the extended teacher role, wherein teachers were willing to impart more than the subject matter at hand. It encompassed the teacher as a counselor to help students in need, penetrating defensiveness and reducing inappropriate behaviors. The teacher would be willing to reach out to students beyond the daily academic classroom routine.

Persistence with students related to possessing a strong tolerance for students and their behaviors. Teachers will understand the behavior of students, and provide guidance in appropriate behaviors and chances for success, rather than punitive measures.

Teachers possessed a sense of optimism about their students' potential for learning. Especially with at-risk

students, this implied strong teacher convictions that their students could achieve success, although their previous experiences were filled with failure and frustration. These teachers focused on the students' strengths rather than on their weaknesses, and built success from this base.

Pullias and Young (1969) stated their feelings about teachers toward teaching, and reinforced this sense of optimism.

> The typical young teacher probably comes to his work with strong positive beliefs about the high potential of human beings, the value of individuals, the purpose and significance of education, the meaning and importance of teaching as a life work, the joy and satisfaction in work skillfully done, the prime value in forgetting oneself in a cause considered worthy. (p. 17).

School Ownership

Wehlage et al. (1989) presented a second set of values and beliefs toward a common school culture affecting schools as a workplace for teachers. These facilitators for teachers included educational entrepreneurship, self-governance, and professional collegiality.

Educational entrepreneurship related to the vision presented through the work of an individual or small group of people who "saw a need, developed an idea and acted upon

it as an educational venture" (Wehlage et al., 1986, p. 138).

Self-governance implied that teachers were part of a participatory decision-making process within the school setting. Administrators needed to be sensitive to teacher needs and provide an element of investment in the school to the teachers. While the teachers needed to be committed to the students, the school also needed to be committed to the teachers. Wehlage et al. (1989) stated: "A key to expressing this commitment is to allow teachers to make important decisions and to invest their talents and energies in a way that is rewarding to them" (p. 142).

Collegiality referred to "relations among teachers that are supportive of professional efforts" (Wehlage et al., 1989, p. 142). This included a feeling of sharing andworking for the common good, as well as a spirit of comaraderie among staff. It provided the facilitation of positive teacher culture and a basis for expanded knowledge and materials for successful student experiences.

The final facilitator for teachers involved a two-fold focus on enabling structures, and included small size with one-on-one relations and autonomy with flexibility.

## Summary of the Literature Review

With this review of the literature, the profile of the at-risk student becomes clarified. These students possess a commonality of problems and backgrounds in many

cases, with a heavy emphasis on poverty as a deciding factor. Parental expectations are low, and more recent populations reflect a limited English proficiency. Drug and alcohol abuse, pregnancy, working outside of school, and retention in grade contribute to the pattern. But, it is significant that a combination of factors must be present to put a child at risk, adding to the complexity of the problem.

Many of these factors are environmental, and require a corrective plan that will encompass the school, the family, and other appropriate agents of change. This, however, does not negate the responsibility of the schools to reorganize in a way that will focus on the factors that can be changed from within the system. The school-related factors augmenting these problems include the misuse of tracking, teacher "sorting" practices, dull and repetitious curricula, and teacher stereotyping.

The data also showed that students' satisfaction in their classroom correlated to the amount of interest that they feel their teachers have in them. Yet the present organization of many schools does not really permit nor encourage these relationships because of factors that routinely inhibit the bonding process, e.g., large class loads, adminnistrative paperwork, and time constraints (Goodlad, 1984). This information reinforced the need for teachers to become more empowered, to become more involved and vested in their responsibilities. This was especially

true for the at-risk student, who worked better with a more committed teacher, providing greater flexibility of options and alternatives to maximize the student's learning experiences in a secure environment.

Teachers, by the very nature of their influence on students, must be given the necessary support and resources to carry their ideas to completion. A good school can provide successful educational experiences to its charges, and it is toward this end that schools must better address the needs of at-risk students.

As a result of the research presented, the following conclusions can be made about the characteristics of the effective teacher.

Effective teachers possess superior preparation for classroom instruction as evidenced in their long-term goals, instructional objectives, and methods appropriate for reaching those objectives.

There are teaching strategies employed that meet the individual needs of the students. Successful teachers motivate students through a variety of stimulating materials and activities, with high expectations set for student achievement. Reinforcement and encouragement are provided to students for evaluative feedback. There is evidence of superior knowledge of curriculum development and subject matter, coupled with both enthusiasm and a love for learning. Maximum instructional opportunities are provided for individual learning styles with a variety of

strategies that facilitate different learning styles. Resources are used effectively to instruct students in a diversity of approaches. Student self-discipline is encouraged by establishing limits for student behaviors and making students accountable for their actions. Effective teachers establish links with parents and community to enhance opportunities for student achievement.

Research showed that effective teachers are self-motivated and sensitive to the needs of the students, willing to show their human side to relate to students. These teachers show leadership in curriculum development through interaction with peers and other staff. Extra responsibilities are assumed within the school setting, and professional growth activities are a major part of the development of effective teachers.

Allen (1986) stated that these "...teachers are brighter and more dedicated than the average. They are better organized and more efficient classroom managers, and better prepared and more thorough in the way they teach" (p. 143).

Allen further reported the following descriptors that typify the characteristics of master teachers:

> ...a willingness to expand effort and energy beyond the typical school day; commitment to classroom; commitment to education; commitment to children; ability to handle complex situations; highly creative; independent thinker; process-oriented;

bright; ability to be original; ability to support systems for teachers; and ability to bring out the best in others. (p. 121).

The effective teacher focuses on student behavior to ensure involvement and success wherein all students feel free to participate. With this teacher, standards are clear, understood, and consistent, and expectations are realistic. "Positive academic outcomes result from high levels of teacher cooperation and concern with one another as teachers resolve problems and fulfill organizational goals" (Allen, 1986, p. 40).

A good teacher personalizes the learning experience. Sizer (1984) stated: "Personalization absolutely implies options for students, different ways and settings for differing individuals.... Set them (students) a clear goal, give them some sensible guidance, and put the burden of learning on them." (p. 67). Teachers are a critical motivating factor in the learning process. Good teachers know and appreciate the strengths and weaknesses of their students, and have the flexibility to allow students to progress at their own pace. (Sizer, 1984).

The research found that there are similarities in the characteristics possessed by successful teachers. These include components of both teaching and personality that mark them as performing "better than" and "more than" other teachers. They are able to give new life and meaning

to their teaching. They are willing to help in the development of the whole student, rather than in merely the academic components. They are risk-takers, involving their human qualities, including their weaknesses, to foster students as they move toward their own actualization. These teachers remain vested in improving their excellence in teaching as part of a lifelong process.

A teacher providing support and encouragement to a student can make a difference in school success or failure. There is a need for flexibility within the school setting to facilitate success for both teachers and their students. These facilitators include more self-governance in the classrooms, more decision-making for teachers in their programs and active involvement in setting goals and objectives for the school and/or program. Manageable numbers of students as well as personalized attention are also important components within the school setting.

Teachers who are engaged in and committed to their work will be able to foster a sense of humanization and encouragement toward their students, promoting more positive teacher-student interactions and school success.

Sizer (1984) pointed to the need for inspirational teachers and students hungry to learn as critical factors in the educational process. He summed up the importance of these in the following way: "Inspiration, hunger: these are the qualities that drive good schools. The best we educational planners can do is to create the most likely

conditions for them to flourish, and then get out of the way" (p. 221).

The research pointed to the continuing question of the importance of the teacher to the student in the accomplishment of successful school experiences. What is the optimum relationship between a student and the teacher?

> Pullias and Young (1968) stated the answer in this way: Whatever the level of learning or the kind of learning, teaching involves a very special relationship between the learner and the teacher. In some recent insightful literature the relation is described as having much of the intensity and emotional tone of a love affair. This figure may not be the best to use since it is often laden withspecial and sometimes distorted connotations, but it properly emphasizes the essence of the relation so crucial to the best learning. (p. 69).

However, this statement reinforces the critical importance of the teacher's role in promoting successful classroom experiences for children. Research into effective teaching has provided a number of similarities in the common components of master teachers, and it is these factors that may provide for the delicate balance needed in meeting the continuing challenge in the education of at-risk students.

# CHAPTER III

# RESEARCH METHODS

## Introduction

The sections presented in this chapter include: the rationale for the research design, issues of methodology and the role of the researcher, and the research design. The research design contains a description of the instrumentation, procedures and timetable, and data collection and analysis.

## Rationale for the Research Design

The methods used in this dissertation were based on descriptive research, using a qualitative approach. Qualitative inquiry "can describe events, persons, and so forth scientifically without the use of numerical data" (Borg, 1987). Qualitative research is more responsive and open to its subject than quantitative, and was particularly appropriate for this kind of study. Both types are valid and useful, and are not mutally exclusive. This study utilized instrumentation for its sample that was quantitative as well as qualitative in nature.

Eichelberger (1989) indicated that two of the most important decisions to be made in studying a problem are: "(1) the general method or approach for studying the problem and (2) the specific procedures to use in the study" (p. 75).

The central focus of this study, after selection of the sample from the population, was an interpretive perspective with data generated by both participant observation and in-depth interviewing. The perspective of the individual subjects presented the data for collection and analysis.

A primary focus for this study was to understand what types of personalities appeared most effective in the classroom with at-risk students in residential facilities. Toward this goal, the following research questions were raised:

1. What do effective teachers do within and outside the classroom with respect to their interactions with students?

2. Do effective teachers have a personality type that enables them to perform more effectively in the classroom than other teachers?

3. Can knowledge gained on effective teachers be used to screen new teachers?

4. Can training address deficit areas in regard to more effective personality types?

This study also described how these types performed in the classroom, as well as their interests outside of the classroom, with consideration given to the kinds of affect, approaches, and teaching styles utilized by each.

The researcher used qualitative methodology and entered the lives of selected classroom teachers, both within and outside of the classroom, to find the approaches that they used in working with their students and to correlate their teaching styles with possible personality types that may have caused them to be evaluated as the most effective teachers within the Hillcrest Educational Centers, Inc.'s system.

The desire of human beings to understand their world has led them from primitive and barbaric civilizations to a world of modern and progressive technology. While there is no single scientific method, "accuracy of observation and the qualities of imagination, creativity, objectivity, and patience are some of the common ingredients of all scientific methods" (Best and Kahn, 1989, p. 24). Best and Kahn (1989) also defined research as "the systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles, or theories, resulting in prediction and possibly ultimate control of events" (p. 25).

In summary, the qualitative approach used in this study consisted of participant observation and in-depth interviewing to culminate in five case studies of teachers who have been carefully selected as the most effective teachers throughout the school system, as well as five other teachers who had not been so designated.

## Issues of Methodology

As has been stated, the primary means by which data was collected in this dissertation was through participant observation and in-depth interviewing for compilation into case studies.

The in-depth interviews were used to better understand the methodology, approaches, and teaching styles of the subjects. The use of participant observation was to witness the behaviors of teachers as well as student responses in working with them.

Interpretive studies want to know what meaning people attribute to activities and how that relates to their behavior. Interpretivists believe that social science "should provide individualized accounts of a situation in ways that describe the meaning of events to the participants" (Eichelberger, 1989, p. 9). This would require a thorough knowledge of the participants and their backgrounds, as well as an understanding of the context from which they respond and react. Researchers emphasize different aspects of people in their settings and provide unique results. This is one reason why this type of study is called interpretive. Empirical data, that derived from observation or experiment, are a critical component of the scientific method, which documents, reviews, and verifies new data. Observation is one way of obtaining data from the sample (Eichelberger, 1989).

Participant Observation

Direct observation is a technique for gathering information about the subjects in a study. Participant observation combines participation in the culture under investigation (effective teachers) with the observable patterns of behavior. A great advantage of the observational process is "that it enables the researcher to collect direct information about human behavior that can be collected only indirectly by other measurement techniques such as paper-and-pencil tests" (Borg, 1987, p. 10).

Observational research is most effective where the researcher wishes to study specific details of human behavior, such as teachers' approaches and attitudes toward their students. It is important to conduct systematic observations with well-constructed and implemented designs, to reduce subjectivity and bias, and to be aware of the amount of behaviors that can be attended to most effectively (Borg, 1987).

The use of participant versus non-participant observation will be distinguished here. In participant observation, "the observer works his way into the group he is to observe so that he is no longer regarded as an outsider the group needs to guard against" (Mouly, 1978, p. 219). In non-participant observation, according to Mouly (1978), "the observer remains aloof; the fact that he is observing may be known to the group, but the matter

of his observation is made as inconspicuous as possible" (p. 219).

While participation does not eliminate bias and may cause the researcher to lose perspective as he/she identifies with the group, the use of participant observation will allow the researcher to share similar experiences with teachers; to be a part of what is happening. This experience will serve as a basis for the questions that will be used in the in-depth interviews with the teachers.

In-Depth Interviewing

The interviews with teachers (see Appendix C) ranged from casual conversations with them to open-ended and structured interviews with the selected participants. The goal of the interviewing was to have the teachers talk about themselves in a focused manner for information-gathering by the researcher.

Mouly (1978) states:

> The primary advantage of the interview...is its flexibility, which permits the investigator to pursue leads that appear fruitful, to encourage elaboration of points that the respondent has not made clear or has partially avoided, and to clarify questions that the respondent has apparently misunderstood....the interview allows the investigator to remain in command of the

situation throughout the investigation. The flexibility of the interview is, of course, of greatest value in exploratory studies, where the structure of the field emerges as the investigation proceeds. (p. 202).

It was important to remember that people distort the truth for their own reasons, downplaying their failures and emphasizing their successes. The relationship of the researcher to the subject was critical; establishing trust and confidence was essential to securing an open and honest interview.

## The Case Study

"Descriptive research describes what is, describing, recording, analyzing, and interpreting conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing nonmanipulated variables" (Best and Kahn, 1989, p. 24). The gathering of information, data collection, analysis and interpretation will culminate in descriptions of the five most effective teachers in a case study format, as well as five teachers not designated in this way.

Best and Kahn (1989) aptly define the case study in this way:

> The case study is a way of organizing social data for the purpose of viewing social reality. It examines a social unit as a whole. The unit may

be a person, a family, a social group, a social institution, or a community. The purpose is to understand the life cycle or an important part of the life cycle of the unit. The case study probes deeply and analyzes interactions between the factors that explain present status or that influence change or growth. It is a longitudinal approach, showing development over a period of time.

The element of typicalness, rather than uniqueness, is the focus of attention, for an emphasis upon uniqueness would preclude scientific abstraction and generalization of findings. A case is not only about a person, but also about that kind of person. A case is an exemplar of, perhaps even a prototype for, a category of individuals. Thus, the selection of the subject of the case study needs to be done carefully in order to assure that he or she is typical of those to whom we wish to generalize. (p. 92).

## Role of the Researcher

The researcher was the primary means for gathering data. Careful attention was paid to accurately represent the views of the subjects in the study. The researcher constantly addressed and cross-checked for bias and distortions or embellishments. The researcher then questioned the role that her presence had played in the actions or reactions of the subjects.

The research that was conducted was with my participation as a known member. Although I have not worked closely with all the teachers, since they are located in four separate facilities, I have worked closely with their Education Directors, and know them all. They were also aware of my strong educational background and the educational focus on my own campus.

As a method to account for researcher bias that could emerge during the interview process, I kept a researcher journal to record my own opinions, reactions, and questions regarding the study. I felt that this enabled me to conduct my research in a fair and objective way; develop a knowledge and relationship with the respondents as well as an understanding of their perspective through their methods and approaches with students; and collect and analyze data with no preconceived perceptions of how the various personality types would function in a classroom setting.

## Research Design

### Sample

Qualitative research needs a flexible research design. Ten teachers who work in a special needs residential school made up the population sample. Best and Kahn (1989) defined the following: "A population is any group of individuals that have one or more

characteristics in common that are of interest to the researcher" (p. 11). "A sample is a small proportion of a population selected for observation and analysis" (Best and Kahn, 1989, p. 11). The sample was selected from the total number of teachers in Hillcrest Educational Centers, Inc., and was comprised of those who have been evaluated across all campuses as the top five most effective teachers, as well as five who have not been so designated. The criteria for selection also included having taught in Hillcrest for a period of one or more years. The sample excluded teachers who were not regular classroom teachers, i.e., physical education, industrial arts, life skills, etc., for the researcher to better observe classrooms using similar bases for comparison.

Determining the Sample Size

I met with the four Education Directors and requested their teacher evaluations for their top teachers over the past year. Since these evaluations contained numerical ratings, I selected the top five by numerical rank, and invited these people to participate in my research study. Additionally, I selected five other teachers who had not been identified in the top five. This group served as a control group from which baseline data for all teachers was compared with those designated as highly effective teachers. I then met with all teachers to discuss the purpose of the study, its

major research questions and the interviews and observations that I needed to complete.

## The Use of the Myers-Briggs Type Indicator

Since a major focus of this study was to determine whether there was a correlation between personality types and teacher effectiveness, it is relevant to discuss the Myers-Briggs Type Indicator and its role in the selection and overall process of analysis and interpretation.

### Introduction

There are numerous instruments for measuring learning style, cognitive styles and personality. This study used the Myers-Briggs Type Indicator (MBTI) because it has a long history dating back to the 1940s as well as a world-wide membership organization and a 250,000 protocol data bank devoted to its study (Giovannoni, 1988).

The MBTI is a self-reporting instrument based on Jung's (1921) notions of psychological type as modified by Katherine Briggs and Isabel Briggs Myers. The MBTI is considered a multi-dimensional instrument (Buros, 1965; Cornett, 1983) for assessing personality and learning styles. This means that the dimensions of personality it identifies speak to the cognitive, affective and perceptual modes of an individual, or what Giovannoni (1988) called "overt behavior, cognitive behavior, and

the motivational and affective attitudes" (p. 28).

MBTI Preferences

In order to portray the "elements" of personality, the MBTI gives eight scores, two for each of four dichotomous dimensions, Extroversion-Introversion (E-I), Sensation-Intuition (S-N), Thinking-Feeling (T-F), and Judging-Perceiving (J-P). These scores are then converted to four preference scores, one for each dimension, yielding a person's four-letter "type formula." The dimensions of these types will be described as they are in the literature (Cooper, 1983; Keirsey and Bates, 1978; Myers, 1980; Myers and McCaulley, 1985).

The first preference indicated is the one for Extroversion or Introversion. This scale was designed to measure a person's attitude toward the external world. It indicates whether a person tends to focus outward toward the world of people, action, and events, or inward toward the world of concepts, feelings, solitude, and privacy.

The second scale, Sensing-Intuition, is one of the most important in teaching and learning and describes the preferred form of perception, or what one sees in his or her preferred world. Sensing types prefer the world of concrete actualities that can be apprehended through the five senses. They are able to pay close attention to

details and facts in the present moment. Maintaining a pragmatic orientation, they are often impatient with complexities and relate better to "what is" rather than what "could be."

Intuitives, on the other hand, are more interested in symbols, abstractions and possibilities. Inspiration and imagination are given greater credence by these types who may often be following some vague glimmer from an inner or outer "unconscious" rather than their senses in their quest for reality. This type tends to prefer to see the overview, relationships, the future, and "what can be" rather than what is.

The third scale, Thinking-Feeling, indicates how a person prefers to value or make decisions about what he or she perceives. Thinking types tend to use impersonal criteria to order situations. They tend to be more detached from people, issues, and situations. They can often view both sides of an issue with great impartiality. They can be more interested in what is true or false, logical or illogical, than in what is good or bad. Their idea of growth can be to reach self-actualization.

Feeling types tend to use personal "subjective" criteria to order situations. They are often very attached to people, issues or situations, and tend to be more partial in their judgments about them. Liking or disliking, right and wrong, and moral criteria figure

strongly in their opinions and decisions. They often need a personal and friendly atmosphere in order to feel comfortable and able to develop themselves, which is their idea of growth.

The Judging-Perceiving scale describes a person's overall preferred way of relating to the environment. Judging types are oriented toward achievement, closure, coming to conclusions, creating products, and using experience for other worthwhile ends. They aim to organize life and prefer to live it in a planned and orderly way.

Perceptive types, on the other hand, are oriented toward enjoyment, open-endedness, coming to awareness, experiencing process, and relishing experience for its own sake. They believe opportunity emerges and prefer to be able to act spontaneously in the face of it.

There are sixteen possible "type formulas" that can be defined by these dimensions, which respond in relation to a variety of roles. These "types" can also be grouped into four temperaments, which will be discussed next.

## MBTI Temperaments

According to Keirsey and Bates (1978), since all behavior is considered a function of temperament, individuals will behave characteristically under both ordinary and extraordinary circumstances. In this

framework, dysfunctionality, as well as functionality, are temperament specific (Giovannoni, 1988).

Temperaments are useful because they afford the widest base of accurate behavioral predictions. According to Keirsey and Bates (1978), the Sensation-Intuition (S-N) difference is the first key to determining one's temperament. The reason, they say, is that differences in how people gather information from the world are the most basic of human differences. The second most important preference in reading one's temperament is how a person prefers to evaluate the data he/she has gathered: objectively (Thinking) or subjectively (Feeling).

Although the use of these shortcuts has some limitations by not including the total picture, it provides a quick way to describe people's temperaments, with a high degree of accuracy.

Intuitive-Feelers (NFs) see possibilities when they look at the world, and they are the ultimate people-persons. They are idealists about life and they tend to serve causes that benefit humanity. They are over-sensitive to criticism, and easily hurt. They enjoy being in harmony with themselves and others, and their quest in life is for identity. Their strengths include: being articulate and persuasive; working well with people; helping others; and the ability to affirm others freely and easily (Kroeger and Thueseon, 1988).

Intuitive-Thinkers (NTs) gather data filled with abstractions and possibilities through which they filter with their objective decision-making processes. Their driving force is their quest for competence, to theorize and intellectualize everything.

In order to achieve competence, they question authority and challenge the system. They are highly critical of themselves and others, and are often perceived as aloof or as intellectual snobs.

Kroeger and Thuesen (1988) characterize their attributes as follows: being visionaries; conceptualization and systems planning; insight into the logic of organizations; and the ability to speak and to write clearly and precisely.

They then define the Sensing-Judging (SJ) temperament as people with a practical and realistic outlook, to which they give organization and structure. They are the backbone of society, trustworthy, loyal, clean, brave, and reverent. They have a procedure for everything, and their strengths include administration and dependability.

The Sensing-Perceiving (SP) temperament, according to Kroeger and Thuesen (1988), is practical and realistic, to which is added spontaneity and flexibility. They are sure of the moment, and are not long-range planners. Their quest is for action, and

their strengths include: practicality, problem-solving skills, resourcefulness, and a sense of immediate needs.

In summary, the Myers-Briggs Type Indicator was administered to all twenty-seven teachers within the system. The test results were analyzed and coded by an outside consultant who had been trained and certified by Myers-Briggs as competent in this area. This reduced the risk of bias by presenting the results with greater objectivity through the use of a trained analyst.

Each teacher in the Hillcrest Educational Centers, Inc.'s system is evaluated annually with a format of numerical ratings. These evaluations were used to select the top five teachers throughout the system. In cases of identical ratings, the more effective teacher was selected by the decision of the Educational Director who is responsible for supervision of all teaching staff.

Information collection procedures were then completed in two areas: interviews with teachers and classroom observations.

## Interviews With Teachers

Three interviews were conducted with each teacher over a four month period of time. The interviews addressed the reasons that each teacher chose his/her particular field, their notable classroom experiences, interests outside of the classroom with respect to interactions with students, the rewards they obtain from

their career choices, and issues that they might have with teaching at-risk students in residential settings.

## Classroom Observation

Each teacher was observed three times in class. This time was spent in seeing how each teacher interacted with his/her students, including the ways in which the teachers involved their students during the class session, as well as verbal exchanges between teachers and student/s.

## Field Journal

A field journal was kept by the researcher to record impressions, reactions, and questions regarding the study. It also served to record the outline of topics for each interview, with time and place, important ideas and statements made by the teachers, and interpretations of classroom observations.

## Procedures for Analysis

The presentation, analysis, and conclusion followed three major steps: 1) organizing and presenting the information; 2) interpretation and comparisons in the findings; and 3) conclusions and recommendations.

The first section focused on the organization of the data and transcribed interviews, classroom observations, and an explanation of individual MBTI

Profiles in a Case Study format. Section two focused on the comparative aspects of the study and explored the different personality types of the teachers. A primary emphasis was paid to how behaviors, approaches and methodologies compared among them.

Section three addressed the research questions and summarized the research findings; it discussed the research purpose and method, the limitations of the study, conclusions, and recommendations for further research.

# CHAPTER IV

# PRESENTATION AND ANALYSIS OF THE DATA

## Introduction

The central focus of this dissertation was an interpretive perspective of ten selected teachers, with data generated by both participant observation and in-depth interviewing. The perspective of the subjects presented the data for collection and analysis.

A primary emphasis was to understand what types of personalities appeared most effective in the classroom with at-risk students in residential settings. Toward this goal, the following research questions were raised:

1. What do effective teachers do within and outside the classroom with respect to their interactions with students?

2. Do effective teachers have a personality type that enables them to perform more effectively in the classroom than other teachers?

3. Can knowledge gained on effective teachers be used to screen new teachers?

4. Can training address deficit areas in regard to more effective personality types?

This dissertation also described how various personality types performed in the classroom, as well as their interactions with students outside of the classroom, with consideration given to the kinds of affect, approaches, and teaching styles utilized by each.

Since a major focus of this study was to determine whether there was a correlation between personality types and teacher effectiveness, it is relevant to give a brief overview of the Myers-Briggs Type Indicator (MBTI).

In order to portray the "elements" of personality, the MBTI gives eight scores, two for each of four dichotomous dimensions: Extroversion-Introversion (E-I), which was designed to measure a person's attitude toward the external world; Sensation-Intuition (S-N), which describes the preferred form of perception, or what one sees in his or her preferred world, important in teaching and learning; Thinking-Feeling (T-F), which indicates how a person prefers to value or make decisions about what he or she perceives; and the Judging-Perceiving (J-P) scale, which describes a person's overall preferred way of relating to the environment.

There are sixteen possible "type formulas" that can be defined by these dimensions, which respond to a variety of roles. These "types" can also be grouped into four "temperaments," which afford the widest base of accurate behavioral predictions. According to Keirsey and Bates (1978), the Sensation-Intuition (S-N) difference is the first key to determining one's temperament. They say that the reason for this is that differences in how people gather information from the world are the most basic human differences. The second most important preference in reading one's temperament is how a person prefers to

evaluate the data he/she has gathered: objectively (Thinking) or subjectively (Feeling).

Although the use of these shortcuts has some limitations by not including the whole picture, it provides a quick way to describe people's temperaments, with a high degree of accuracy.

The Myers-Briggs Type Indicator was administered to all twenty-seven teachers within the system. The Hillcrest Educational Centers, Inc.'s annual evaluation was used to rank the five most effective teachers, and five teachers were selected by their Education Directors who were not designated as the most effective. Information collection procedures were then completed in two areas: interviews with teachers and classroom observations. Pseudonyms were used to protect the confidentiality of the participants, and are correlated only through gender identification.

## Case Studies

Three interviews were conducted with each teacher over a four month period of time. The interviews addressed the reasons that each teacher chose his/her particular field, their notable classroom experiences, interests outside of the classroom with respect to interactions with students, the rewards they obtain from their career choices, and issues that they had with teaching at-risk students.

Each teacher was observed three times in class. This time was spent in seeing how each teacher interacted with his/her students, including the ways in which the teachers involved their students during the class session, as well as verbal interactions between teachers and student/s.

The in-depth interviews were used to better understand the methodology, approaches, and teaching styles of the subjects. The use of participant observation was to witness the behaviors of teachers as well as student responses in working with them.

The gathering of information, data collection, analysis and interpretation culminated in descriptions of these ten teachers in a case study format, presented here in alphabetical order by last name. Both effective teachers and those teachers who were not designated as effective were alphabetized and recorded in said order. They were, however, separated and assigned to their respective groups during the analysis that followed.

This will be followed by a review of the research questions, with their respective findings; a comparison of the findings to the research literature on effective teaching; limitations of the study; and a summary of the research.

## Case Study: Becky Adair

### Biographical Profile

As a child, Becky Adair lived behind a convent, and she attended a public grammar school. However, she knew all of the Catholic school students and the Sisters who lived in the convent. When she became a teenager, her family moved so that she could attend Catholic high school. She described her teachers as "great," and went from high school to enter the religious life as a nun. Subsequently, she attended a Catholic college for her bachelor's degree.

Her parents treated her in a fair and honest way, and were direct and open with her as a child and an adolescent. She felt that this provided a natural bonding for her with other people.

During her elementary schooling, Becky had wonderful teachers and felt that this was a most important time in her life. Here she learned languages, was introduced to music and opera, and was provided an extensive, liberal education. She described high school as "fun," although she did not do well academically. She began in a College Preparatory program, but switched to a Commercial program of typing, shorthand, and bookkeeping in a separate building down the street from the main High School.

After college, she worked for one year before entering the religious life. She then attended college for two years, commuting from the Mother House, afterwards attending a one year intensive program of religious and spiritual studies. Her college program resumed, and she graduated with an English major and elementary education minor. She next attended graduate school in a teacher certification program for moderate special needs, while she taught elementary school children.

Becky moved to the Berkshires in 1976, where she attempted to get certified in physical education. She subsequently left the religious order to which she belonged.

She feels strongly that she has gained self-confidence and self-esteem through good "people contacts." She identifies with students who struggle in school because schooling has never been easy for her.

When asked about the influence of the various stages of schooling in her life, she responded that the people who entered her life in both grammar and high school fostered her interest in helping children, and made learning fun. She feels that her life's mission is to educate people to help poor people, i.e., the mission of the teaching order to which she previously belonged.

Becky spent five years working in a nursing home, and has spent the last four years with Hillcrest Educational Centers, Inc. Her outstanding experiences as a

teacher include her ability to "make kids realize that they are worth something." She described herself as "not a good teacher, but a great behavioralist." She gives time and understanding to students, and likes to work with difficult kids. She wishes to motivate students to get humor and fairness into their lives; she feels strongly about role-modeling good behaviors for children to imitate.

Her only negative experience in education was from a college professor who did not give her the understanding that she needed from him. This experience, however, was tempered by the understanding shown to her by the Dean of Students during this time.

The approaches used by Becky with at-risk students include: developing trust with them; giving them behavioral pieces on which to work; teaching functional life skills; treating them with fairness and respect; and dealing with their problems as they occur. Becky also expressed the need for a level of trust to exist between her and her students. She conducts "fun" lessons; "disguising" schoolwork to bring it to practical application. Her methods include teaching at appropriate levels, a hands-on approach, and the use of manipulatives.

Her overall goal in teaching at-risk students is to socially prepare them for what happens next in their lives. She emphasized working things out with their peers; encouraging them to appropriately challenge the teacher; focusing on social issues; and correcting aggression

problems. She reinforces appropriate interactions and life skills.

When asked why she teaches at-risk students in a residential setting, her response was the reinforcement of her draw to human service, to helping people. She very succinctly explained her need to "give back to people what was given to me." She feels that she is "lucky and blessed to have had people who had a profound and positive effect on my life."

Becky is clear in her response as to why she stays in teaching: "it's not the money." She cites the importance of a support system at work; an outlet to express her feelings; and helpful and encouraging administrators.

It is the feeling of children achieving, "seeing their faces light up," grasping what they've learned, getting things for themselves, that gives Becky her greatest teaching rewards. She enjoys students becoming appreciative of learning.

On a professional level, recognition from peers is very important: seeing overall growth and peer reinforcement, and recognition by a multitude of people. She is especially proud of her "Teacher of the Year" award, and several monthly recognitions that she has received.

The qualities which Becky possesses that are of greatest advantage in working with at-risk students include: her sense of fairness and consistency with

children; treating them equitably; interacting with the kids; meeting them halfway; and, when there are problems, getting the children to talk about them.

When addressing her own need to improve, Becky lists a lack of self-confidence about her own skills, a need for more materials in her lessons, shorter lessons for limited attention span students, and the need for more "play" in classes. Her overall focus for improvement is in planning needs.

When Becky looked into her future over the next five years, she expressed surprise that she still liked the classroom so much. She does not like change, and feels she will probably be where she is today. She likes her job and feels the dignity of people where they are in their lives.

MBTI Profile: ESFP

A typical ESFP personality type, Becky is admittedly a people-person, whose main goals in life center around helping students to learn. She spent many years in the religious life teaching children, and continues to reach out to them in the residential setting. She is eminently a practical and down-to-earth person, and is active and lively. (Myers, 1991).

Although Becky enjoys variety and action, she appears to be a quite thoughtful and serious person. Like other ESFPs, she functions well in a crisis situation, remaining calm and unruffled in the midst of chaos.

Becky feels that she relates so well to the students because she has always had difficulties with school. Her grades, however, are very good and she may be underestimating herself, as do many ESFPs in scholastic situations. Since this personality type is realistic and practical, the progression in school from concrete to greater abstraction and theory makes schooling a difficult piece for them (Myers and McCaulley, 1985).

Although she is an exceptional teacher, Becky has described herself as "not a good teacher, but a great behavioralist." While her goals for her students reflect her need to teach them the practical skills needed for future life, she approaches this task with enthusiasm and creativity and is willing to try anything that may work for her students. She takes theoretical concepts and turns them into practical and realistic situations with which her students can relate.

Her pleasure in helping others, a true marker of the ESFP, is obvious in her work with her students, and follows the progression of her past human services jobs.

Becky was thoughtful while answering her interview questions, and seemed careful about being critical or judgmental, another trait of her personality type. While she can be spontaneous with her students, she places this trait in a well defined format with practical correlations.

Becky presents a positive image of the organization to others, with a quiet and dignified affect. When

practicing basketball with her peers, her intense concentration becomes evident in the seriousness of her play, a reinforcement in balancing the task at hand with its socializing component (Myers and McCaulley, 1985).

Becky's temperament, SP, reinforces her style of working with facts and realities, of making lessons concrete and viable for her students. She is honest and straightforward with both students and peers, and has earned much self-respect from them. Peer recognition is an especially good motivator for her, as is reaching the difficult students that she teaches with practical solutions to their problems.

Classroom Observations

Truly an exceptional teacher, Becky seems unaware and certainly modest about her ability to engage and teach children. While insisting that she is "not a good teacher, but a great behavioralist," she conducts classes with some of the more difficult children on her campus, and brings them into active participation in the learning process.

Her classroom is filled with personal and child-centered materials, with homemade posters and charts that are eye-catching and stimulating. There are many photographs of the children in group pictures, as well as a "Student of the Week" display with both individual and group shots.

Her manner is firm, but caring, and the children are held to obey the rules that she has set forth, which are reinforced in a quiet and polite way when necessary. She works with clearly defined behavioral parameters, and provides many successful experiences within the classroom setting.

Her explanations are clear and concise, and she reinforces with frequent visual cues and participation with blackboard activities. Her recall of what the children know, and who has been included in the lesson is very good, and she works hard at treating the children in an equitable fashion.

Although she does not formally coach or handle a club, she enthusiastically attends any and all events in which her students participate, and takes hundreds of photographs to capture their most successful times. I also watched her with the students in physical education class. Although she does not have to participate in this group, since there is a physical education teacher, she was out on the floor playing hockey in a very spirited, animated way with the children, supporting and explaining rules to them as they played.

## Case Study: Brian Atwood

### Biographical Profile

During his elementary schooling, Brian had worked with younger children, but it was his community work during and after high school that kept him in human services and education. Although Brian worked as a camp counselor and in an after-school program for children, it was while working as the Assistant Director of a culturally enriching teen program that he realized he was motivated toward teaching, rather than in coordinating activities. He became restless, and sought more output from his effort with children. He became interested in seeking growth in young people and more positive results in their lives. He decided to pursue a teaching career, and never looked back.

Brian enjoyed junior high and high school, where he had good teachers for the acquisition and retention of knowledge; he was self-motivated and liked the socialization of high school. He was not a troublesome student, and liked particular areas of study, i.e., geography, painting, and reading. After several starts on various majors in college, he became an elementary education major.

Some teachers impacted him during his schooling, and helped him to learn and be interested in school. He turned to his own experiences, and felt gratified that

young people appreciated what he did while working in the human services field.

Among his outstanding experiences in teaching was his work in adult education, particularly when a young woman got very excited about learning algebra. He has also received letters from former students, classes, and parents, which make his work gratifying. On the junior high level, he has developed an approach to math as another language, and finds that this approach works well in teaching functional and job-related math.

Brian felt that administrators, staff, and faculty have not been a problem for him, and that only rarely does a student produce a negative experience on his work.

Brian reinforces consistency and understanding with his students. He espoused the need for empathy in teaching at-risk students, a focus on the "feeling" mode. His classroom atmosphere provides security and stability for students, and is a good learning environment, a solid place to come. He feels that teachers are the next closest to parents for students, and, due to parental lifestyles today, may be the people providing the most time as well as the chance for quality time with children. His classroom provides a place where students can make mistakes, and can learn from them.

A knowledge of students' learning styles and using them appropriately is a primary focus when teaching his classes.

When asked about his overall teaching goal for at-risk students, he replied in this way: to apply necessary knowledge for maximum living; to prepare students to go to their next placement or be on their own for vocational skills; to prepare appropriately for academic placement; and to bring students to the next step, whatever that may be for them.

Brian came to the Berkshires seeking a teaching position, and residential openings were the most available. He admits that he was not excited about working in such unfamiliar surroundings, but is now very comfortable and finds his work challenging. There are lots of small successes in residential settings; behavioral changes can be seen and there is a lot of communication with students.

He felt that public school teaching did not work for him; some of the children there should have been in residential settings. Within that setting, there are more supports in place for the students, i.e., clinical, medical, academic, etc.

Brian remains in teaching because it is the most rewarding position for him, and he cannot see himself in any other field. His classroom work gives him a sense of accomplishment, a feeling of being in control of what students learn, and appreciation from students about what they have learned.

On a professional level, Brian's rewards include a sense of collegiality with peers and support staff. He enjoys the discussions and development of ideas with his colleagues, as well as a feeling of being listened to and respected for what he does. The qualities that are of advantage to him in working with at-risk students are patience, understanding, concern, and a sense or desire to heal the student.

His own improvement would include being more organized in his work, getting started in a more timely fashion. His dream of improving the teaching profession is to provide a good public image, rather than the public image of poor education that is so rampant. He feels strongly that schools are educational institutions, not equipped for the needs of the whole child, which currently seems to be the charge of the schools. He would like to see parents take teachers more seriously, understand the value of education, and prepare their children better for school. He feels that teachers, for the most part, want to teach, rather than be all things to all students.

In five years, Brian sees himself in the field of education, but would like to do educational research for new methods and approaches to teaching at-risk populations and work intensively on curriculum development and education-related projects.

MBTI Profile: ENFJ

Brian is an ENFJ type of personality, which is marked by an ease with the environment; an interest in possibilities and insight; a sympathetic awareness of people, and organizational skills. Brian's classroom style reflects his lively sense of humor, and he provides ongoing support to his students during the learning process (Myers, 1991).

He speaks in a low, well-modulated voice which is soothing and sympathetic, while encouraging participation from his students. Since ENFJs enjoy the opportunity to have an audience, teaching is a field which particularly appeals to many of them.

Brian is full of anecdotes and quips about his teaching, a marker of the ENFJ. His goals for his students include giving them the necessary knowledge for maximum growth and learning in the long run, as well as bringing them to the next steps in the short run. His personality type prefers a people-oriented work environment, which is both supportive and social, has a spirit of harmony, is settled, and encourages self-expression (Myers, 1991).

Although this type is known for its organizational skills, Brian feels that he needs improvement in organization so that his lessons begin in a more timely fashion.

His NF temperament searches for meaning and identity, and draws out the best in people. He expresses

empathy for his students, and tries to get them to work together in an effective and harmonious manner. He acts as a catalyst in fostering learning for his students, and is personable and creative in his teaching style. He is able to work abstract concepts into practical examples with which his students can easily relate, and make learning an enjoyable experience for them (Myers and McCaulley, 1985).

His professional goals include conducting educational research and developing curricula, projects which appeal to ENFJs, who enjoy learning new things, particularly about themselves and others.

Classroom Observations

Brian conducts his classes in a calm and reassuring manner, providing a safe and secure environment in which his students can make mistakes and go on from there. He is a quietly animated teacher who moves around the classroom, assuring that all students are engaged and participating in the lessons.

He explains the lesson clearly, discussing the goals and objectives for the day, and begins with a review of the previous class's work. He relates his lessons in very practical ways, so that "square feet" in math becomes a lesson in how much paint will be needed to paint the students' classroom. This brings learning to a realistic and everyday focus for his students, who need this concrete reinforcement of what they are doing.

Brian uses the blackboard to reinforce on a visual level, and has the students participate on the board too. He speaks in an animated tone, fostering lively discussions. The behavioral parameters of his class seem clearly defined, and he is calm and unruffled with his students.

He possesses a droll sense of humor, which helps him to establish rapport with the students. He validates the answers that children give him, and provides support and encouragement, especially by giving students sufficient time to answer his questions.

In his math class, he also provided calculators so that the boys could check their work, after they had done it manually. He walked them through their lessons and accompanying worksheets step-by-step, so that all understood what was expected of them.

Brian can be seen out of his classroom talking and counseling the boys, and they enjoy his company. He is interested in gardening, and has turned the boys into crews of landscape gardeners, working around the grounds, weeding and raking. He thoroughly enjoys their company; sets realistic expectations; provides good role-modeling; and is a favorite with the students.

## Case Study: David Forester

### Biographical Profile

David Forester is a man of few words, concise and spare in his expression, who revealed that he has always enjoyed working with kids. Although a man in his forties, David finished his master's degree and teacher certification just six years ago.

Prior to that, he had had several businesses of his own, worked for the Post Office, and had his own working farm. He said that he is in teaching today because it "feels like the right place and time."

David described his school career, from elementary through high school and college, as average. He said that it was only when he entered graduate school that he wanted to apply himself; he felt more stimulated and motivated at this level. His college majors included psychology and business, although he had gone into the business world immediately after high school. He felt that "traveling around after high school makes good sense."

His professors in graduate school stimulated his thinking and the required field work was relevant to life experiences. His main teaching experience, outside of student teaching, has been at Hillcrest Educational Centers, Inc.

The successful teaching experiences that he has had involved "getting a concept over to the kids and seeing

that they enjoyed it." He believes in students actively participating in the learning process. He stated that student successes are good feedback for them, especially with the population he serves.

If there are drawbacks to teaching in the residential setting, they include the use of child careworkers in the classroom, where teachers are given no input into their training. There is also a lack of consistency in the use of the same staff, which makes the rotating models of teacher aides and child care workers frustrating.

David's approach to at-risk students includes hands-on experiences. He feels that lecturing does not work well, and focuses on active student involvement. He incorporates various learning styles, encouraging students to both ask and answer questions. "Learning by doing is necessary for these students."

The overall goal that David has for his students is to move them to a less restrictive environment, with more freedom of choice, and to have his students use their maximum abilities, whether vocationally or in living independently. He wants to prepare children for functioning in the adult world through improved reading skills and teaching them to work cooperatively.

As a graduate student, David worked in the Hillcrest system as both a teacher aide and a child care

worker. He teaches both math and science, and feels that he is effective with this population.

While his original plan was to work in a public school position, he is now invested in his residential students and feels that he is teaching necessary core skills to them. David enjoys working with children and taking a concept or unit of study and helping the students to understand, to try something new. His biggest reward is to see one child or a group of children learning something that they really enjoy that will help them in their later lives. He wants to see children happy and preparing to move on in their lives; to overcome their problems and depression, and move ahead to become successful.

He cites patience and consistency as qualities that he possesses in working with students. "I want to be there for the kids." He expressed the need for two-way trust-building relationships to be able to deal effectively with at-risk students.

When asked about self-improvement as a teacher, David spoke of studying new strategies to teach children; utilizing learning styles; working with students in creative ways; and fostering student engagement to gain more involvement and enjoyment in learning.

For improving the teaching profession, David responded with the need to see other classrooms and other programs, in both the private and public sectors, observing

many more teachers at work, and more critiquing of his own work by his supervisor.

In five years, David sees himself still teaching, but would also like to develop curriculum and work on more modifications of educational plans for children. He is interested in serving as a mentor with student and practicum teachers in internship programs.

MBTI Profile: INFP

David Forester has a personality type that stresses depth and concentration; insight, ingenuity, and grasp of the complicated; a capacity for devotion and sympathy; and adaptability (Myers, 1991).

David's methods with his students include a hands-on approach, in which he incorporates various learning styles, and stresses a "learn by doing" flavor in his classroom, reinforcing the creativity and flexibility so typical of his type.

David's focus in his classes is to provide practical knowledge and experiences that will be useful to his students when they are on their own. Unlike many INFPs, David is realistic about his work and his students, but he does not have seem to have particularly high expectations for his students.

He is calm and quiet, a rather reserved and private person, who is clearly not bureaucratic. He did not reveal much of himself, so it was difficult to recognize typical

INFP patterns and trends in him. His temperament is NF, and he did demonstrate both good verbal and listening skills, although he is concise and spare in his articulation (Myers, 1991). He also expressed an interest in learning new things, particularly in the fields of curriculum development and program modification, as well as in the mentoring of new teachers.

Classroom Observations

In his classroom, David is calm and unruffled, but has a poorly defined structure within which the children can work. His classroom students seem to choose whether they will work or not, and, as long as they are not totally unruly, they are left free to do what they want.

He is willing and helpful in assisting the children who want to learn, but they are distracted by some who do not and merely wander around the room at will. While David does make some attempts to get children engaged, there is no disciplinary follow-through if they do not.

His classroom is somewhat attractive, with colorful posters and charts reflecting the science and math subjects that he teaches. However, they are all manufactured materials, rather than any that are handmade, either by himself or his students.

While his classroom instructions are clear for the lesson of that day, the children do not seem to respond well or particularly take an interest in what he wants them

to do. He spent some of his time sitting next to me, and walked around the room talking to the children and gesturing a lot. He would ask if children needed help, and, if they said no, he would just leave them alone. David has a good sense of language arts, which he injects into his science classes. When a child swore, he started a brief class discussion about when swearing was appropriate, ending with "not in school." One of the boys changed seats and was very rude when he saw me watching him; he said: "What's your problem?"

I debated whether to engage him in any conversation, but he was ignored by both the teacher and the teacher's aide, so I did respond and he turned away. When one of the children completely ignored the lesson and drew airplanes, David offered to provide some markers for him to use. David seemed interested in his students' learning, but was reluctant to force them to pay attention.

Outside of the regular classroom, David has some "free time" structured into his schedule with his students, and he spends that time with them in athletic events or art class, basically doing whatever the students choose.

He is involved in the Adventure-Based Counseling program with the students, and enjoys going to their "Ropes" classes and being part of the proceedings. This program includes outdoor group games and exercises to build teamsmanship, and teaches processing skills so that the students can learn to appropriately interact with each

other in constructive and positive ways. It involves a sharing of emotions and bonding within a specific and ongoing group that meet on a weekly basis.

## Case Study: Melanie Grover

### Biographical Profile

Melanie was the second oldest of seven children, and said that there were always children around. Her education was strictly Catholic school, which gave teaching a glamorous look, with lots of structure and discipline. Melanie always liked writing and paperwork, and was a quiet student who worked hard throughout her schooling.

She described herself as possessing low self-esteem, and did not try to be smart because she did not think that she was. She attended a community college for two years after high school, but did not graduate. The next six years were spent working, and when she then returned to school, she was highly motivated, and worked very hard, knowing that she wanted to be a teacher.

Now that she was older and had previously failed in school, she felt that she had matured. An anthropology teacher of hers said that if you did not like the kind of people you worked with, you would not do well at your job since you would not fit into that social group. Melanie's response to this was to ask herself what kind of people she was most comfortable with, and she turned quickly to the teaching profession.

Her only negative experiences in education are the us versus them (administrators) attitude that she has seen in public school settings. She finds more freedom in teaching in a residential setting, and greater support in her position.

The successful methods and approaches that she uses include: teaching about things in which students are interested, that they would like to experience or want knowledge of; not teaching isolated skills, but integrating areas of learning; reinforcing self-esteem; working with the students' frustration levels; taking small steps; and individualizing programs.

Melanie's overall goal with students is to provide transference to real life; she emphasized the need for carry-over and working from smaller to larger concepts. She works in a residential setting because she did not like her public school experience as a substitute teacher, and feels that there are good job opportunities in residential schools. She enjoys HEC and is invested in the children here; she feels that the skills taught here are reinforced daily in the residential setting. "The longer I'm here, the better I like it. You don't have to send a student home to a non-reinforcing parent."

Melanie stays in teaching for the kids. She enjoys building relationships with them, and hopes that she is doing some good. Her classroom rewards are the positive feedback from her students. Others include great staff and

support from all factions, a wonderful educational director as mentor, a closeness with the teaching staff, and sharing materials and ideas. Her greatest professional reward is the opportunity to go to graduate school; she feels strongly that education should be a lifelong process for teachers.

Melanie's strongest qualities in teaching at-risk students are: a lot of patience, the ability to put oneself in their shoes, and fairness. She feels that she can see both sides of an argument and make accurate decisions for resolution.

Toward her own improvement, Melanie feels a need, as a newer teacher, for more experience. She said that she felt the more she knew about something, the easier it would be to teach it. She felt that more schooling would be helpful, as well as keeping enthusiasm for her job.

When discussing the improvement of the teaching profession, Melanie recommended finding ways of keeping older teachers busy and employed, perhaps as mentor teachers, while still infusing young and energetic teachers into the system.

Melanie sees herself "definitely" still in education in five years, and will have finished her master's degree. The questions for her would be what direction to take next: another degree, perhaps in reading or administration, but she will stay in the field of education.

MBTI Profile: ENFP

Melanie Grover is a warm and enthusiastic teacher, possessing imagination and ingenuity, qualities indigenous to her personality type. This ENFP personality has had career changes in her life, and she has thoughtfully approached her needs in choosing her teaching vocation. She has formed value judgments that have reinforced her choice as a teacher, and is in a continuous process of reexamining and evaluating her current skills and what she may need for her future choices (Myers and McCaulley, 1985).

She, like many ENFPs, is genuinely and warmly interested in others, and is sensitive to their emotional states. She prides herself on her fairness and consistency with her students, but is adaptable when working with them. She is intelligent, with a range of interests and abilities, although she plans her lessons thoroughly because of her feelings of inexperience at her job. She related that the more she knew about a subject, the easier it was to teach it (Myers, 1991).

Her NF temperament fosters her drive for meaning and identity in her life, which can be seen in the thoughtful and introspective way in which she has made decisions pertaining to her career. Her desire to get people to work together effectively to achieve organizational goals, another NF trait, can be seen in her response to improving the teaching profession. In her

reply, she expresses her wish "to keep older teachers busy and employed, but get young teachers in." She sees these older teachers in the role of mentor teachers to provide support for newer teachers (Myers and McCaulley, 1985).

One of the goals for her students is to bring out the best in them, and she accomplishes this through planning and creative lessons, more traits common to her type. She enjoys her teaching position at Hillcrest Educational Centers, Inc. because she feels that it lacks the traditionalism and confinement of the public school setting. The need to feel freedom to teach at-risk students in a supportive environment is a strong reinforcer for Melanie, who especially values the support and encouragement given her by her Education Director.

Classroom Observations

Melanie Grover is a vivacious and dynamic teacher whose classroom reflects her creativity with its decor of handmade mobiles, posters, maps, calendars, and a complete back wall containing "Pocketfuls of Poems."

She has an easy rapport with her students, a mixture of boys and girls, and her manner shows interest and enthusiasm. She introduced all the students to the lesson and gave the assignment for the class, stressing that either group or individual work would be acceptable. She gave out books to each child as resources and then walked around the classroom to help where needed.

Students took turns reading aloud poems that they liked, and they seemed quite comfortable even if their reading abilities were not very good. The students inquired as to who I was, and Melanie explained that I was doing schoolwork. They seemed to accept this explanation.

Melanie teaches language arts to four Teams of adolescents, and often joins their specialty classes if she does not need her full planning period. She is particularly likely to spend time with them during their art classes.

Her approach to discipline is firm and polite. She does not raise her voice, but gestures and makes it clear that there is no place for disruptive behavior when class is in session.

Melanie is one of the joint facilitators of Student Council, which meets weekly, and she sees this as a valuable forum for children to express their needs and find workable solutions to their concerns. Additionally, she is an ongoing member of the campus Behavior Management Task Force, and is an active participant in the Adventure-Based Counseling program. She views the ABC program as highly productive in group work and processing.

## Case Study: Steve Jordan

### Biographical Profile

While Steve Jordan was a child, his parents placedgreat stress on education and learning. They were considered to be high achievers in their own families since they had both finished high school, and this feeling for education was passed on to the children.

The two most influential people in Steve's life were both teachers, and his goal was to emulate the excellence that he saw in them. As an elementary school student, he was a real achiever, but slacked off somewhat in junior and senior high school with his enjoyment of the socialization therein. This pattern continued into his first two years in college, when he left school to work in the job market for the next six years.

When he returned to finish college, he had matured and approached school with strong motivation and achievement. He majored in history and education, and is certified in social studies/history. He teaches a social studies course to four teams of adolescents, both boys and girls.

Steve has always had a great interest in history, government, and social studies, and a strong desire to work in this field. He described the two influential teachers in his life as the most brilliant people he had ever met in academics, with dynamic personalities, "neat people."

His outstanding experiences in teaching are from students who come forth with information that they have learned, those who are hard to reach, but show that they have retained what they have been taught. He feels that hewould always choose a group of at-risk students over those who are gifted, because they make him feel glad that he is a teacher and can help them.

Negative experiences center around students who are generally having an off day, and cannot be turned around. There appears to be no way to reach them, and Steve takes this failure very personally. He feels that there should be something that he can do, some method he may have overlooked that would change the situation. Other troublesome felings occur when a child acts out in an out-of-control physical way, and he can feel the emotional agony that the child is in at the time.

Steve described himself as very flexible, with his focus on getting the lesson learned, and a willingness to try any method that will work for his students. He values each child's input, and uses their suggestions in his teaching. He adapts his own style to the lessons. He is a patient teacher, who does not believe in a pass or fail system, but stresses levels of success, which vary from child to child.

His overriding goal is for students to become participating members of society, and he teaches practical skills toward that end. His students learn about their

constitutional rights, decision-making skills, and concrete information that they can use.

Steve took a teaching position with Hillcrest Educational Centers, Inc. when he worked part-time and wasin need of a full-time job. To his surprise, he finds himself enjoying his work very much; he had not thought that he had the patience or capability to make a positive impact on the students. Now that he is in a master's program for special education certification, a whole new avenue of education has opened up for him. He had never realized from his background that students like his existed, and his social awareness has been raised.

He loves being around kids, particularly teenagers, and feels that he works in a very stimulating environment. He feels that he has learned more from his students than they have probably learned from him. No matter how stressful the job can be, Steve loves coming to work in the mornings.

Knowing that the students will take something useful from him is a great reward for Steve, and he wants them to have learned something in their lives that they would not have had without his influence. On a professional level, Steve wants to feel that he has left a positive impact on an individual or society, that he has helped society to improve itself, to see itself better.

The quality that Steve feels holds him in good stead is his ability to remain calm in a crisis. No matter

how difficult the situation becomes for himself or his students, he is able to be laid back and reserved, not ruffled in any way.

Toward his own teaching improvement, Steve would like to have the ability to know what to say easily in a critical situation. He described his feeling of sometimes searching for just the right words that seem to come so easily to others in dissipating a crisis.

Steve stated that public school teachers seem too limited in what they do and in how they teach. He felt that improvement in the teaching profession will come from the use of less traditional methods and more flexibility in the classroom. He also cited the need for the public to give more respect to the profession, which he sees as having equal or higher stature than a medical doctor or lawyer, etc. He wants teachers to be perceived by the general public in a different way, for "where would they be without us?" He said that he had learned tolerance by being in the teaching profession.

Steve looks into the future and sees a lifetime of classroom teaching. "It's what I love to do and I have a great time doing it." He is not sure whether that experience will always be in a residential setting, since he is aware of the burnout factor involved there.

However, he does feel "utterly supported" in his job, and part of a close-knit collegiality due to the interdependent nature of the teaching environment. He

could not say enough about his supervisor, whom he looks toward for ongoing support and mentoring.

MBTI Profile: INFP

There are ranges of differences between and among the MBTI personality types as well as the temperaments themselves. Steve Jordan is a personality type whose combination of letters signifies depth and concentration; insight, ingenuity, and grasp of the complicated; capacity for devotion and sympathy; and adaptability (Myers, 1991).

This particular type is noteworthy for seeking its life's quest, which includes the search for a better world, certainly an aspiration that Steve has discussed in his desire to make an impact on society so that it can see and better itself.

Steve is happy in his involvement with his work, which he sees as having social value, i.e., children knowing their rights and using them as adults, a trait common to this type. He desires to bring out the best in his students, so that they can lead productive lives upon leaving school. Steve described himself as "reserved," which is another marker for this personality type. INFP's frequently undervalue themselves, as Steve revealed in his concern that he would not have the capability to effect the at-risk students in his job (Myers and McCaulley, 1985).

Another trait of the INFPs is their dislike for conflict, and they go to great lengths to avoid it. Steve

related much about his seeming calm in the case of conflict, his ability to remain "laid back" when he is surrounded by problems with himself or his students. It israre that he will lose his temper and show that to his students.

Steve poignantly described his feelings when he sees a child in what he described as emotional agony; "this type places a high value on feelings, rather than the rightness or wrongness of the situation" (Myers and McCaulley, 1985, p. 80).

His classroom style is adaptable and flexible, and he is willing and able to receive input from his students, and take whatever steps he needs to get his lesson across to his students. This, too, is a tendency of this type and is an asset to Steve in his teaching.

Myers (1991) described INFPs as "open-minded, idealistic, insightful, and flexible individuals who want their work to contribute to something that matters" (p. 26). She related that this type allows privacy to others; is calm and quiet; allows time and space for reflection; is not bureaucratic; and likes a work environment of pleasant and committed values that are shared by his colleagues.

The INFP personality type possesses an NF temperament, which reinforces their drive for authenticity and identity. They see possibilities and meanings in the

world, are able to draw out the best in people, and get them to work together in a harmonious manner.

Their potential weaknesses include giving too much autonomy and freedom; deciding on the basis of personallikes and dislikes; and placing too much emphasis on people, rather than the goals of their jobs or organizations. Since their standards are so high, they sometimes undervalue themselves and fall short in their own eyes, becoming less effective personalities (Myers and McCaulley, 1985).

Like all the personality types, balance is important for people to maintain effectiveness. Steve, although having taught only one year at Hillcrest Educational Centers, Inc., was aware of the potential for burnout in his field, and is already setting alternative plans for teaching if that should occur.

Classroom Observations

Steve is a casual and comfortable teacher who seems right at home with his students. He conducts his classes with a droll and wry sense of humor, which his students seem to like. Although he mostly sits on the edge of his desk and rarely moves around the room, his voice is well modulated and interesting, and he seems to hold the attention of most students.

I observed a history match between two Teams, which was lively and active. When a Team answered a question

correctly, one of the members was allowed to shoot a basketball into a waste basket in the back of the room. Another child recorded the Team scores on the blackboard for all to see.

Steve seemed calm and unruffled at all times, even the few times when one of the boys started to become loud and mouthy. Even when one of the boys came close and looked into his ear, Steve did not react, except to gently steer the boy toward his seat.

There was some structure in the lesson, and the students seemed to know what would be tolerated in the class. Although students did not seem upset when they did not know the answers, there were some who answered precipitously, without really thinking about what they were going to say.

Steve gave short and clear directions for his lessons, and stressed fairness of opportunity for all to be heard. His voice carried well and remained level in tone. He was able to put his arm around a couple of boys who came to talk to him, and it was clear that these students were comfortable with the rapport that had been established.

It was evident that Steve really enjoys his subject, and is thoroughly knowledgeable about it. He reinforced its practical aspects so that the students could understand its potential usefulness in their lives.

Outside of the classroom, Steve is an active facilitator of Student Council, which includes student

representatives from all Teams who meet on a weekly basis. They discuss food and dormitory issues, as well as any Human Rights concerns that the students might have.

He and two other teachers guide the students in solving their problems by directing them to the proper resources for resolution and help them to work in a cooperative manner for problem-solving.

Steve sees Student Council as a natural extension of the history/social studies units that he teaches in providing real life situations where the students are encouraged to know and stand up for their rights, and to bring resolution in a appropriate manner.

## Case Study: Alison MacKenzie

### Biographical Profile

Alison MacKenzie attributed her desire to be a teacher to the influence of her mother, who was not only a teacher, but also the Dean of Academics at a small, private preparatory school for boys and girls. She grew up with a mother who taught English, social studies, and drama, a path that she imitated during her college years.

As a child, Alison grew up in an academic environment, where being an intellectual was highly prized. Her father was a commercial artist, since retired, who painted and sketched for a living. Her childhood was

filled with museum trips and art galleries, and reading was strongly encouraged in the household.

Alison attended an open classroom alternative school from grades kindergarten to three, when she transferred to a public school, which she disliked intensely. In her junior high years, she was glad to transfer to the school in which her mother taught, where she completed her high school education. This ten student class provided intensive individualized programming, but was somewhat difficult because Alison's mother was the teacher of some of her classes.

At the age of fourteen, she volunteered to do field work with severely retarded children, an experience that she thoroughly enjoyed.

Her college years were in a small, liberal arts facility where drama, dance, and psychology were her majors, with her bachelor's degree reflecting her interest in both creative writing and literature.

After college, her mother suggested that she look into the field of special education, since she had enjoyed this type of work during her high school years. Toward this goal, she took a position as a Child Care Worker, and started her master's degree program in Special Education. She then moved to the Berkshires after her marriage and was offered a teacher's position at Hillcrest Educational Centers, Inc.

The population at that time, over four years ago, was comprised of severely retarded and autistic children and adults, for whom the focus was prevocational training.

In describing her life as a student in the various stages of schooling, Alison cites the fact that she loved elementary school, where she was a complete bookworm, shy and withdrawn, and she maintained straight A's until the sixth grade. At that point, she became interested in boys and makeup, making little effort in academics, but receiving B grades. She was then described by her teachers as "gifted when applying herself," a label which followed her throughout high school and college. At the age of sixteen, she attended a summer camp, an experience that altered her life, since she forced herself to become extroverted and friendly in order to be with people who were total strangers to her, ending the appearance of shy and withdrawn that was at her core.

Alison related that she liked attending school and the academic environment itself, and disliked the time taken out for summer vacations. She felt that she had a few phenomenal teachers who challenged her to think, and to go beyond what she thought she could do.

The outstanding teaching experiences that she recalled were enabling students to achieve success where they had not previously done so, even if the accomplishment were a simple and basic task, such as tying shoelaces.

Alison cited the negative experiences of teaching as the inconsistencies and lack of common sense of peers and supervisors, as well as the frustrations in working with support staff. She also described the disappointments in working with some students who seem unreachable and do not show measurable progress.

The methods and approaches that Alison finds work effectively in her classroom include a sense of humor, which she sees as the key to success; letting students know you like them, but not some of their behaviors; making the classroom a safe environment; and good classroom organization.

Her overall teaching goal for at-risk students is to bring them to a point of leaving for a better placement; enriching their lives and giving them a little pleasure in the process.

Alison remains in teaching because she likes it and the population that she serves, and feels that there is a great amount of academic freedom in the residential setting. She finds that HEC provides an environment that is always challenging, and never boring, with much leeway in working with her students. She feels that the public school structure is more limited in dealing with at-risk students.

Although her interests might change, she feels that she will stay in education, perhaps changing subject areas to keep her interest awakened. She sees children who are

interested in learning as a benefit of classroom work, and acquires professional satisfaction from completing her certification and her master's degree, receiving her "Teacher of the Year" award, and the acceptance of a proposal to speak at the annual Massachusetts Association for Approved Private Schools. Peer reinforcement of her work is an especially important benefit of her job.

She feels that her sense of humor is her biggest teaching asset, enabling her to help students laugh at themselves and see life as not so serious. She prides herself on her patience, common sense, structured programming, predictability with students, and setting concrete expectations and limits.

In an effort to improve herself professionally, Alison would like to become more patient with staff, and not expect so much of her colleagues. She would also like to modify her own expectations with students, so that none of them would be put off, and she wishes to get beyond the personalities of some students to become more effective in working with them.

Among some ways in which to improve the teaching profession, Alison cites the need to screen teachers more effectively and cull out those who do not do their jobs well; raising the American image of education; increasing teacher pay; requiring yearly certification updates to improve and enhance job performance with mandated

coursework; and a clearer vision of what schools can and cannot do for children.

Alison concluded her interview with a view of herself in another five years, still teaching the at-risk population, and continuing her educational expertise through advanced courses and degrees. She may even take time out to start a family of her own.

MBTI Profile: ESFP

Alison MacKenzie is a more typical ESFP type of personality, whose traits can be characterized by an ease with their environment and a reliance on experience. They are realistic and adaptable, with much enjoyment of life. They, like Alison, are highly sociable people, with no particular strengths of an analytical nature (Myers, 1991).

Alison is a fun-loving, sociable teacher whose classes reflect the interest and joy in her life. Her classes are never static, and students are engaged by her vibrant and fascinating voice, which ranges up and down with her moods and expressions.

She prides herself on the organization of her classroom, and brings order out of chaos, not an easy task at times with her students. In true ESFP fashion, she works hard at keeping her job stimulating, since boredom is a factor that would make her leave. She is enthusiastic and engaging with her students, and provides much positive reinforcement in their learning tasks.

Unlike some ESFPs, she excelled in her graduate program, a pattern that has followed her through most of her schooling. Alison related that her true style is somewhat different, and that she is organized in the classroom out of necessity, while her personal life issomewhat haphazard and impulsive. She seeks to be where the action is, and will initiate fun if it seems to be lacking for her.

Like many ESFPs, Alison is definitely a people-person, bringing enthusiasm and cooperation to her responsibilities. She does become critical of her peers, which is not usually a marker of this personality type, but tried hard to accept and deal with people as they are (Myers and McCaulley, 1985).

She manages especially well in crises, and continually draws strong parameters for her students. She focuses on their immediate problems, and tries to modify their behaviors in the hope that her students will utilize these practical solutions to their problems in their adult lives. Like many ESFPs, she favors an attractive environment, and her classroom is nicely decorated and interesting. Her class discussions are lively, and students are encouraged to participate fully in what they are learning.

The pitfalls of the ESFP include a tendency to over-emphasize subjective data, and they may socialize to the

exclusion of the task at hand, problems sometimes seen in Alison's classes.

An SP temperament, she is known for her ability to negotiate and troubleshoot. She is honest and straightforward in dealing with students and peers, as well as administrators, and is willing to take risks to support her students or a principle in which she strongly believes (Myers and McCaulley, 1985).

She provides clever and creative situations in working effectively with students, and her students obviously enjoy the time that they spend with her and the lessons that they learn.

Classroom Observations

Alison is a warm and vivacious teacher, whose voice tone is interesting to hear. She goes to a one-on-one mode whenever necessary to be sure that all children are engaged and focused on the task at hand.

She utilized educational games in one class that I observed, and gave reinforcement and encouragement to all answers. Children were left with the idea that their choices were all right, even if they did not have the exact answer. Alison even made mechanical noises simulating "right" and "wrong" answers, which the students found amusing.

Her classes worked quietly and efficiently. She clearly explained what the lessons were about, and used

frequent visual reinforcers. There was a feeling of real interest in the students and a sincere desire to help them. She was able to refocus children on their tasks, and continually displayed good rapport and a lively sense of humor. There was a sense of security and support within the classroom, and the children showed no particular sense of anxiety or discomfort if they did not know the correct answer. They were always willing to try again with Alison's encouragement. They seemed to enjoy their lessons and stayed on task with a minimum of redirection from her. There was a sense of accomplishment in a job well done by the students.

In addition to her classroom work, Alison has been a coach in Special Olympics over the years, working at soccer and alpine skiing. She devotes many extra hours to be with the students, and is well liked and respected by them. She has also encouraged her husband to volunteer his time, and they can both be seen regularly at extracurricular activities and field trips.

## Case Study: Doug Miller

### Biographical Profile

Doug Miller had an aunt who was a teacher, and she provided an early influence on his future. As a child, his father fostered an interest in education by breakfast round-table discussions, checking homework, and being

generally involved in his children's educational experiences.

Doug enjoyed school and was a good student. He was a "teacher's pet" in elementary school, volunteering tostay late and help the teacher. During his junior and senior high school years, Doug continued to maintain his good grades, but became very much independent in his study habits, often reading many books outside of school.

His college major was political science, and his teaching certification is in history/social studies, although he currently works in a self-contained classroom. He remembers a college history professor, who had a profound influence on him, and whom he wished to emulate in his adult life. He recalled the professor as having good relationships and rapport with his students, as well as being a respected and well-known department head, publishing in many scholarly journals.

Doug had taught for one year in a public school setting, five in a residential school, and one year for Hillcrest Educational Centers, Inc. In recalling outstanding teaching experiences, he discussed a group of Freshmen that he taught in public school, who became finalists in a National History Day program. Their entry was a group play on the Cuban Missile Crisis, and they won the regional division; he remembered this as a thrilling experience for them all.

Doug's negative experiences in teaching include his frustration in being unable to find a permanent social studies/history position, preferably in a public school. He also discussed some of the "ugly" incidents in residential settings, when people get physically hurt,either students or staff. He mentioned a major fire in a residential school in which he worked and the ensuing problems it caused as a depressing and uncomfortable time in his career.

He described his major asset in working with at-risk students as his sense of humor, on which he bases his rapport with his class. He feels that it is important to give children the ability to poke fun at themselves or the world around them, so that they become less uneasy about their own situations.

Although his main goal is to move students to a less restrictive environment, he is primarily concerned with moving children toward a better understanding of why they are in this setting, and helping them to prepare for leaving that setting. His feeling is that residential schools do not really provide success for the students, and wonders whether residential school are doing a disservice by keeping so many children for so many years.

Doug is open about staying in this setting because he cannot get a public school teaching position. He does acknowledge, though, that "even in a place like this, there

are rewarding relationships" with the students; there are small instances of growth that can be seen and measured.

His professional rewards include his "Teacher of the Year" Award, which he felt was due to his length of service, but the researcher is aware of the respect with which he is held on his campus for his work with children. He enjoys the tuition reimbursement program for his special education degree, which he actively pursued when he decided to invest himself with special needs children. Both his special education certification and master's degree will be completed this summer.

In addition to his sense of humor in his classroom, Doug listed flexibility, understanding, patience, and a general easygoing manner as qualities which hold him in good stead.

As a teacher, Doug would improve his performance by trying not to become discouraged at times. He related that sometimes he is unable to become motivated to change and give more effort, particularly when it involves planning time outside the normal school day.

Doug would like to see colleges or schools offer more coursework to teachers on a more practical, hands-on way. He is concerned with the quantity of educational coursework that is offered in training institutions, and would like more real life experiences for teachers. He would like mentor teachers provided who would be both

beneficial to newer teachers, but would also be capable of doing this job well.

He felt fortunate in his own experiences as a student teacher because of the quality of his cooperating teacher, and wanted all teachers to experience this kind of support and learning. When he looks five years into his future, Doug would like to see himself in a public school classroom, but probably as a special education teacher, where he will become "the best special education teacher I can be." He felt that he had learned invaluable lessons in residential schools, but that he had "paid his dues," and would move back to the public sector if he were able. If that does not work out, he is seeking a quasi-administrative or administrative position where he can utilize his effective teaching skills in a more encompassing role.

MBTI Profile: ENTP

Doug Miller possesses an ENTP type of personality, which is characterized by his ease with the environment; objectivity, analytical skills, and some executive ability; adaptability; and a drive for versatility, ingenuity, and invention (Myers, 1991).

While Doug is not particularly impressed by authority, he is impressed by competence, and looks for that in the administrative leadership around him. He appears quiet and reserved, with a slow sense of humor. He

seeks to utilize his ENTP executive ability by obtaining a quasi-administrative or administrative position in the future, wherein he can apply his effective teaching skills in a broader way.

Unlike the more typical ENTP, Doug has been consistently in teaching positions within residentialschool settings for many years. This may be attributed to the scarcity of positions in his field with the economic decline of the last few years, which has diminished teaching positions through massive budget cuts.

While Doug provides new ways to do things for his students, he is frustrated by the lack of leadership around him, and much of his energy and enthusiasm seems tainted by depression. Doug is an independent worker, who is flexible and not at all bureaucratic. He is oriented to change, and enjoys working with competent people. He remarked on the lack of collegiality on his job site and his frustration with not finding a compatible peer group for an exchange of information and resources, a trait highly regarded by the ENTP type of personality (Myers and McCaulley, 1985).

The only NT temperament in the ten selected case studies, Doug does exhibit competence and knowledge, and is very interested in organizational change. He seems to feel isolated, and displays impatience with those people around him whom he does not see as competent and intelligent (Myers, 1991). This researcher, who once interviewed Doug for a position on her own campus, remembers his energy and

enthusiasm then, compared to his feelings of desolation now. She feels that Doug's depression at his job may have colored the more positive traits of his personality type, possibly preventing a truer portrait of him from emerging at this time.

Classroom Observations

Doug Miller, called Mr. Miller by his students, has a rather formal manner with them. His classroom is full of interesting posters, and mobiles, although none of them is handmade by his students or himself.

The students work basically on their own, and he works with them on an individual basis, as they need help. There was a fair amount of the boys calling out and mildly distracting others, but he usually ignored this or addressed them by their full names to gain their attention. He works in close proximity to the children one-on-one, but discusses the lesson with them in a lecture format.

The children do call out questions when they are in need of help, and Doug is aware of what they are all doing. He begins his classes by explaining what the lesson will be, but there is a heavy reliance of the students' abilities to progress alone, and they do not at all seem to be able to keep on task without individual help.

He addresses them with a droll sense of humor, although his affect is generally serious. He questions

individual students to elicit further answers from them, but they did not all seem to understand and indicated that the work was too difficult for them. He used negative points to obtain attention when he felt that the children were too out-of-hand, and all students seemed to earn these throughout the period. Doug does not spend any time with his students outside of the classroom. He completes his assigned tasks and goes home. His sense of frustration and lack of satisfaction are evident in the way he approaches his job responsibilities.

## Case Study: Hannah Moore

### Biographical Profile

Although Hannah's own mother wanted to be a teacher, she only finished an eighth grade education, at which time she left school to help support her family. She did, however, pass on this dream to her daughter.

As far back as she could remember, Hannah had always wanted to be a teacher. At the age of eleven, she taught Sunday School to pre-school age boys and girls, fostering a desire that was to last a lifetime. She enjoyed babysitting because she could tell stories to children, which she did, using different voices for interest and emphases.

With not much encouragement to pursue her chosen career, she worked for the phone company after high school,

and trained new operators at the age of nineteen. She left that job to become a mother herself, and raised seven children, many of those years as a single parent. When she was in her late thirties, Hannah entered college, seventeen years after completing her high school education. With four other mothers who were raising children through the Welfare system, she completed four years at a prestigious school to complete her bachelor's degree. She emphasized the support these five women gave to each other through a long and difficult journey.

Hannah's own mother worked as a seamstress to support her family, and Hannah described her as "truly inspirational."

Her own schooling began in first grade, where she completed not only first grade, but the first half of the second grade. She described herself as a good student, a loner who was quiet and shy. Hannah did not see herself as teacher material, although that was her dream.

Her entrance to college was traumatic, since she was unfamiliar with many of the terms and the discoveries made since she had been in high school, i.e., DNA and RNA. While she was still in high school, she related that teaching was not generally an appealing option, since paperboys at that time made more money than teachers. She does, however, remember two or three high school teachers who were impressive and "real" teachers who reinforced her desire to teach.

After Hannah completed her bachelor's degree in elementary education, she started on a master's program in a Christian college. She described this program as quite demanding, especially with the difficult requirements for student teachers. She is currently completing a certification program for moderate special needs, where she is an "A" student.

Although she has some more years of teaching ahead, she is already thinking of retirement, when she plans to devote her time to working on curriculum development.

Hannah's outstanding teaching experiences include her work at a State School for retarded people, where she frequently found success with students who had not shown any previous progress. She would often be able to reach very low functioning students by the use of creative and innovative programming. Hannah feels that she has the skills to reach hard core children who have not had previous success or responded to normal programming by redirecting them and focusing on life skills development.

In describing negative teaching experiences, she pointed out her years at the State School, which was not a popular place to teach. When it subsequently became acceptable and University students started to work there, there were ongoing clashes between the regular staff and the students, who felt that they had all the answers for dealing with this population.

Hannah's style of teaching at-risk kids is to work with them in her slow and quiet way. The population she serves are lower functioning adolescent boys with behavioral problems.

The methods that work well for Hannah with at-risk students include a philosophy of trust-building with them. This philosophy is reflected in the admonitions that Hannah espouses: do not lie to children; do not promise what you cannot deliver; keep discipline realistic, without exaggeration of negative reinforcers; foster a secure atmosphere; and treat students with consistency.

Hannah's overall goal in teaching at-risk students in the residential setting is to help them to be as independent as possible; to have them work to their greatest potential; and to see them live in a less restrictive environment.

Hannah revealed that she works in the residential setting because it works best for her and she likes this environment the most. She particularly enjoys teaching lower functioning students.

She stays in teaching because she is a person who likes to work closely with other people, and she has been described by counselors as a giving, serving sort of person. She also enjoys the control that she has in being in charge of her classroom, of doing things in her own way.

The rewards that she receives from classroom teaching are the little breakthroughs with children, from

basic skills to success in more involved projects. Her professional rewards are gained from finishing her education, and from the completion of her certification by the end of this school year.

In her classroom, she practices patience and compassion for the children; she feels that she understands their backgrounds and personalities and is aware that they need help. She possesses the ability to not give up, to go forward with resolve and determination. Hannah explains that she sets high expectations for students, but they are tempered with compassion.

Toward her own improvement, she would like to develop more assertiveness and self-confidence; she keeps healthy too, with exercise and rest, knowing the need for a high level of energy.

She feels that the teaching profession should stay as professional as possible, with more formal relationships between students and teachers. Hannah feels that the world today can be too casual and not provide good situations for children, and that they need to be reminded and reassured through structure and discipline. She feels that classroom boundaries are sometimes too "soft" and that there is not always enough security for at-risk students.

When looking over the next five years, Hannah looks forward to her retirement, when she can work on curriculum development, as well as learn the intricacies of using computers.

MBTI Profile: ISFJ

Hannah Moore is a quiet and reserved teacher, who does not share her feelings easily. Like other ISFJs, she possesses thoroughness and a respect for detail, and she is especially focused on the sympathetic understanding and handling of people (Myers, 1991).

Hannah is responsible and conscientious, and works devotedly to meet her obligations; she sees teaching as an obligation for her because she is a service-oriented and caring individual. She is sensitive to the needs of her students and prides herself on making progress with very low functioning students who are resistant to programming and have shown little or no progress in their previous placements.

She is quite shy, and seeks to improve herself by learning assertiveness and raising her self-esteem, a feeling reflective of many ISFJs. She also wishes to learn computer skills, usually a weakness of this type. Her personality emphasizes her loyal and considerate nature, and her deep concern for how others feel (Myers and McCaulley, 1985).

Hannah will overcome her reluctance to speak if she feels particularly put upon by others, and she has expressed a feeling of a lack of appreciation by her supervisor for the amount of time and energy she has spent with her difficult students.

Her classroom environment is concrete and practical, and she likes being in predictable situations, rather than being faced with a world of possibilities (Myers and McCaulley, 1985). Hannah's SJ temperament describes her as a stabilizer of the organization, one who is rooted in traditional values and mores. She brings a planned and organized approach to her job, and is known for being dependable and steady. A weakness of this temperament is resistance to change, and this can be seen in Hannah's likenesses for the few lower functioning students on her campus, compared with the bulk of the population, who are now articulate and hyperactive conduct-disordered students. She has steadfastly refused to deal with the newer students, with whom she is uncomfortable because of their increased needs for programming and their impulsive, sometimes aggressive behaviors.

She has proven to be consistent, thorough, and methodical in achieving her educational goals, and at her current age, although close to retirement, she is in the last stages of completing her master's degree and special education certification.

She does possess the ISFJ tendency to become negative and depressed under stress, and can then only tune into possible "worst" scenarios. It is at this point, also, that she can become more assertive and vocalize her feelings of being taken for granted in her job (Myers and McCaulley, 1985).

Classroom Observations

Hannah Moore works with the lowest functioning students on her campus, a self-contained classroom that she throughly enjoys. In my observations, however, there was a noticeable lack of structure with the children, who engaged in obvious play activities. There was very little educational justification for her lessons, since they provided little or no training for these students who need some very basic skill development.

Although Hannah walks around the classroom, there was little evidence of planned programming for these students, and their behavior was not controlled unless it became totally disruptive. There was no sense of organization, although students were supported for succeeding in a play activity, i.e., bowling.

Some of the students refused to participate at all, and, after some initial cajoling by Hannah, were ignored and left to whatever they wanted to do, as long as it was not loud or noisy. Any reinforcers were verbal and quite basic, and one student was even giving lessons to another.

Hannah does not spend time with the students outside of the classroom, just works her assigned number of hours and then leaves for the day. She is uncomfortable around any of the children in the other classes, for they represent a higher functioning level of articulation and acting-out boys whom she does not like and seems to fear.

Hannah is a gentle and quiet person, who appears to be out of her element at this point in her career. She is protected from aggressive students that she might encounter by her colleagues group, who are afraid of her getting hurt. However, this puts them in a difficult position, for it appears that Hannah cannot work with the students with the same level of competency and professionalism that is expected of all teachers on the campus.

## Case Study: Heather Robbins

### Biographical Profile

Heather Robbins enjoyed school and was a happy student in her small European village. As a sixth grader, she helped in kindergarten classes as a volunteer, and from then on was interested in working with young children.

Although her parents wanted her to attend vocational school, Heather had her sights on working with young children. While in high school, she realized that she must study hard if she wanted to further her education. After completing high school, she attended a four year government teachers' college and received a degree in elementary education.

The first two years of college were filled with basic teacher training courses, but, when she started student teaching, in her third year, teaching was confirmed for her as the profession she wanted.

Heather has been a teacher for thirty years, and defined her outstanding experiences as "moments when you feel you are on the right track." Her first teaching years were in a regular European elementary school, where teaching was fun and progress could be measured. Her basic philosophy of teaching encompasses the use of whole language skills for children.

She recalled a time when she introduced the Christmas story to her class as a folk tale. The children read it aloud, took various parts, and made it into a pageant, with Heather as the only audience. She felt privileged by the specialness of the presentation and touched by the children's performances.

When she came to America, she took a position as a child care worker for dependent and neglected children. Although these children were supposedly mainstreamed into the local public schools, they were frequently sent back because of their conduct. However, Heather started a class of her own for dropouts from the public schools, and educated these children at the home where they lived.

Heather feels that there is a great amount of freedom in working with at-risk students to develop and implement her own ideas while working within the system in residential settings, whereas public schools limit one's horizons. (She has spent twenty-four years teaching in residential settings.)

Looking back on any negative experiences, she cites the politics of public schools, where she felt that the focus was on following a traditional structure and format, rather than on making learning a pleasurable experience for the children.

The methods and approaches that Heather finds work well with her students include: closely defined structure in a self-contained setting; defined parameters to de-escalate the children's anxiety; anticipating lessons; reinforcing the themes of other classes; and using the computer as a motivator. In her current role, she removes children from other classes and emphasizes the need to give them choices and options for activities. She uses reinforcement and enrichment activities for her students.

Heather's primary goal with her students is to take them from where they are now to using the best of their abilities, which, she says, is not always what is written on the student's individual educational plan. She works with at-risk students in a residential setting because of her ability to have more freedom and creativity in teaching; anything that works, within limits, is utilized for learning activities. She also emphasized the need to have students go into the community and mainstream with appropriate behaviors. She is the campus Girl Scout Leader and focuses on positive role-modeling for her children.

Heather had found that working with children is always stimulating, never boring, and that she prefers

working with people in her job. Her rewards come from seeing kids wanting to come to her classes, and building positive relationships with them.

Her professional rewards come from attending graduate school in a master's program, and her current role in a reading master's program. Although she has had years of reading experience, she wanted to acquire the technical academic background to support other teachers in their classroom reading roles.

Her most important classroom qualities include patience, the ability to listen, creativity and flexibility, and strong organizational skills.

She lists more time to prepare as her need for improvement in her own teaching, while she cites the need for teachers to earn more money, and smaller public school classes as part of improving the teaching profession. She feels that schools must change a little, since they are not doing so well, with perhaps a new focus on teacher education as a start.

When Heather looked five years into her future, she saw the completion of her current master's degree, while still working for HEC, which she enjoys very much.

MBTI Profile: ISFJ

True to the ISFJ personality type, Heather shows her need for helping people by the individual and group teaching that she does with her students, as well as the

consultation with her peers to reinforce their programs with the children in her reading classes (Myers, 1991).

Additionally, she is the Girl Scout Leader for all the girls on the campus, a truly large and difficult undertaking at which she excels.

She is highly structured and organized in her classroom, providing a variety of options for children on a daily basis, and creating reinforcers that can be accomplished during the students' residential programming time. She is highly respected by both students and peers with her quiet, gentle, and reflective nature. She is proud of her work and the organization for which she works. She shares her judgments of the students with the other teachers, and provides them ongoing encouragement and support in how to better work with their students. She is currently enrolled in a master's level reading program, primarily to provide more technical assistance to her peers (Myers and McCaulley, 1985).

Heather is a very steady and dependable teacher, whose follow-through skills are timely and accurate; she is detail oriented, systematic and precise, a teacher who can be counted on, and is, by others.

She deals with her students by focusing on whole language skills, and articulates the importance of structure and organization in her work, a typical ISFJ tendency. She anticipates the children's needs with many choices, and strives to bring out the best of their

abilities, although Heather feels that these abilities are not always articulated in the goals and objectives of the students' educational plans. While she is versatile and creative, there is always a focus on structure and definition for her as an ISFJ type (Myers and McCaulley, 1985).

Classroom Observations

A truly veteran teacher who has devoted thirty years of her life to working with children in residential settings, Heather not only works effectively with her students in a structured reading program, but she also is the Girl Scout Leader for the entire campus. She is a comfortable and productive teacher whose classroom is warm and supportive.

I observed a Girl Scout Troop meeting, which began with a group handshake, entwining hands, and the Pledge, a large victory with students who have been so abused that they are fearful of people touching them.

Heather's approach is very much a hands-on one, with students drawing on poster paper, and setting up their own scientific projects with her help. She structures her class with clearly defined parameters, which she gently, but firmly, reinforces. She redirects children to their tasks in that same quiet and gentle way. She is nice and friendly, with lots of smiles for her students, who respond positively to her.

Although her classes are informal, the structure and planning are noticeable, and she has everything well organized in advance for the lesson. Her lessons are explained clearly at the beginning, with the goals she hopes to accomplish, and she brings closure to them in the same clear and focused way.

Her classroom contains nice, handmade pictures, photographs, and posters, and her book display is very inviting.

In addition to her Girl Scout Troop, she spends much time with students, and, in the warm weather, it is not uncommon to see her sitting under a tree, talking or reading to some children on her own time.

## Case Study: Michael Steele

### Biographical Profile

At an early age, Michael Steele's father and uncle read poetry to him, and had him memorize some lengthy pieces, promoting a lifelong interest in language. While in school, he always had at least one teacher that he liked, an outgoing, charismatic type, who further fostered his interest in being a teacher.

Michael was a good student with teachers that he liked; his favorite part of school was the socialization aspect from his elementary to college years. He is himself an outgoing, quick-spoken, histrionic teacher who makes

learning fun for his students. He only challenged himself as a student for his favorite teachers, but was liked by his teachers in general.

He graduated from college as a literature major, and went on to teach in a local high school, where he also coached football. He recalls a favorite high school teacher, whom he felt had personally stimulated him toward teaching with her encouragement of his writing skills; she was a dynamic teacher who sought out students' strengths and built on them.

In his early teaching years, he was given a class of remedial writers, and he was uncertain about how to deal with them. However, he corrected them in a direct and timely fashion and helped them with their problems, so the class "clicked" after a while.

One of his most outstanding experiences has been at HEC with the Adventure-Based Counseling model that is used throughout the system. This model focuses on group participation and exposure to a "feeling" kind of education through the use of games, initiatives, nature activities, and group processing skills. Michael describes his students as tactile learners, and feels that this experience helps them to learn without them realizing that they are doing so.

Negative experiences in education included public school experiences, where Michael felt that the schools did

not encourage creativity and flexibility, but rather rewarded traditional formats and structures.

The methods and approaches that work well for Michael with his at-risk students emphasized the need for classroom control and classroom rules that are clearly articulated; copying social skills through role-modeling; expecting rules to be observed; explaining what the lesson will be and evaluating each lesson; being consistent with students; and processing the learning activities. He feels strongly that a teacher should be highly structured and have high expectations with new students; as the teacher establishes relationships, there can be more flexibility within the classroom.

Michael's overall goal is to implement behavioral objectives; have the students take control and be responsible for their own actions. He sees the curricula as the vehicle for carrying out this goal. He encourages the students to work on their own whenever possible. He focuses on creating a trusting environment, where the students can have their problems validated, but will still be responsible for dealing with the solutions themselves.

His reasons for teaching at-risk students in a residential setting include his own feeling of needing to help them, and seeing the little successes that they make. He wants to be a force in the child's life, and summarizes success in this sentence: "that's magic."

Michael remains in teaching because he likes it and wants to teach. He feels that "when it clicks, it's good." He feels that he can have greater success with at-risk students, and that these successes are more heartfelt.

His classroom rewards are the intangible feeling that a lesson is working well; seeing all students engaged; and being the facilitator of a process that works, not the focus of it. His professional satisfaction comes from the grades he receives in graduate school, accompanied by a feeling of satisfaction in being able to be a good student; being in front of people, teaching; recognizing himself as a leader, directing and instructing; and a feeling of self-worth and improved self-esteem, a feeling of having something to offer.

Michael describes his sense of humor as an asset in dealing with his students. He tries to teach appropriate humor to his students, since he feels that it dissipates anger both ways in a class. He also possesses patience with his students, and feels that he is "thick-skinned" with them; he is able to leave his job behind when he leaves his work site.

Toward his own improvement as a teacher, Michael cites the need to improve his paperwork skills and structure his lessons better on paper. He felt that he sometimes digresses too much, and that he should stick to the lesson more; he felt that perhaps he should conduct his classes with less "theater."

According to him, the improvement of the teaching profession would include more money for teachers; a valuing of teachers, not related to money; competency standards for teachers; and less standardization in approaches and methods for teaching. Michael feels that his teaching colleagues have always wanted to teach, and that when their supervisors feel confident that the teachers are competent, they should be given extensive freedom to teach in their own ways.

Michael sees himself still in teaching in another five years, but perhaps in a different facility. He wants to improve his own skills in that time, but remain in special education, maybe in a resource room model.

MBTI Profile: ENFP

Michael Steele is a strong ENFP personality, possessing warmth, enthusiasm, and ingenuity. While he is a lively and histrionic teacher, he can easily be distracted and become focused on a variety of seemingly unrelated subjects during the course of a lesson, a common trait of his type.

He views himself as an unconventional teacher, who will creatively challenge his students with whatever will work for them. His ready gift of gab sees him through many situations in his life easily, and he never seems to be at a loss for words (Myers, 1991).

Michael has always followed the example and inspiration of charismatic teachers, and sees himself in this same role. He has much patience with his students, not always an ENFP trait, and works hard at providing a trusting relationship with his them.

His type is strongly interested in people, and works hard to understand their needs, either individually or in groups. This would correlate to his Union involvement to better the working conditions of his fellow workers. He is quick to help others, and to jump in with a solution to a problem (Myers and McCaulley, 1985).

His ENFP trait of relying on his ability to improvise rather than on planning ahead does not always work well in a classroom setting, and Michael sees this as a need that he has for professional self-improvement.

The ENFP markers include ease with the environment; a drive for projects; taking the initiative; possessing versatility, ingenuity, and invention; enthusiasm, insight into people, charm, persuasiveness, and adaptability (Myers, 1991). While the creative and flexible components may work well with at-risk students, they must be constructed in an organized and balanced fashion to better target the lesson at hand.

This type, possessed of an NF temperament, is effective in getting people to work together to achieve organizational goals, a reflection of major projects in Michael's professional life. He likes to be appreciated

for the contributions that he has made, again typical of the NF temperament. A potential weakness of this temperament is placing too much focus on people, rather than on organizational goals, and Michael can easily lose perspective on this piece. His type possesses good listening and verbal skills, and he is a prime example of this strength. His NF temperament quality of participatory leadership can be seen in the amount of input and decision-making around the class lessons that he gives to his students (Myers and McCaulley, 1985).

Michael takes great pride in his leadership abilities and the fact that he is a good student in graduate school; recognition and approval by others are major reinforcers for him.

Classroom Observations

Michael is a teacher whose participatory style is quite apparent. Even though I was an observer in the class, he introduced me to his students and included me in the lesson.

His students were pretty much engaged in his lessons, which he does spell out clearly, as well as noting the classroom rules at the beginning of each lesson. I did find him in the library at the beginning of one class, getting material for it, and this corresponds to his lack of planning at times, and his spontaneous way of teaching.

He did try to keep the students on task, although he himself would sometimes go onto a tangent that may or may not have been related to the lesson. He continuously refocused his girls, and brought practical applications to his lessons.

His manner was calm and unruffled, no matter what any of the students did, and he never raised his voice. He did remind them of the behavior management system that would be utilized if they did not follow his directions.

Michael's sense of humor was obvious, and he continuously made funny remarks, or quips to the class, who seemed to take this in stride. His manner is casual and informal, and he takes suggestions from the students about what they should be learning in class.

In one class, there was much resistance to his lesson, and he did warn one girl frequently about her conduct, but he did not enforce any disciplinary structure on her.

He brought closure to the end of his lessons, and recapped the points they had learned during that class. Students raised their hands to answer for the most part, and there was an active exchange between and among the participants.

Besides working in the classroom with his students, Michael takes them caroling at Christmas time, and he has worked with the Special Olympics students for the last few years. He is also actively involved in the Adventure-Based

Counseling program, which reinforces group bonding and social interactions, and contains a processing component to enhance the constructive ways in which students can discuss their feelings and emotions in a safe environment.

## MBTI Profile of the Researcher

While the researcher is expected to observe with a neutral and objective view, it may also be helpful to understand her particular MBTI personality type to reinforce the lack of bias in the interviewing and observatory roles.

The researcher is an ISTJ type, which is not reflective of any teachers in the selected sample. This type is analytical, with good logical skills and critical faculties for research purposes. (Myers, 1991).

> ISTJs are private people who take in great quantities of specific, impersonal information. They are likely to remember what others say and do....When alone, they recall specifics about people, places, or things with unusual vividness....They are, therefore, precise and accurate in whatever they say or do....ISTJs judge the information they take in logically, analytically, and impersonally (Myers and McCaulley, 1985, p. 36).

The ISTJ personality is governed by a sense of responsibility, and abides by rules and regulations, with

much attention to detail and follow-through. They are loyal employees and are committed to their organizations, bringing stability and conserving resources. Their work can be characterized as careful, thorough, and accurate.

The serious nature of the researcher was useful in talking to people and observing their actions, and keeping distortions from her own judgment as well as uncovering critical ambiguities that may have been introduced by participants of the study.

## Research Questions

At this time, the study will address the research questions that have been raised:

1. What do effective teachers do within and outside the classroom with respect to their interactions with students?

2. Do effective teachers have a personality type that enables them to perform more effectively in the classroom than other teachers?

3. Can knowledge gained on effective teachers be used to screen new teachers?

4. Can training address deficit areas in regard to more effective personality types?

The following presentation addresses, in turn, each research question and concludes with a comparison of the findings to the research literature on effective teaching.

Question One. What do effective teachers do within and outside the classroom with respect to their interactions with students?

All of the teachers interacted with their students primarily in the classroom setting. However, the effective teachers put in extensive hours preparing for their classes and left very little to chance. Becky Adair's classes are structured and efficient, and she utilizes large amounts of visual aids and reinforcers for her teaching. Her lessons address the entire group, but she is able to work individually with students in need without distracting the rest of the class.

Becky, however, explained that she sometimes feels divided in her planning. She stated that maybe she does not have enough material, yet does not want to overplan. She feels that she could plan shorter lessons, since she is aware of the attention deficit nature of her students, but there is a balance to be found. She explained that when the class is synchronized, she works seriously with them, and that maybe then there is a need for a little more play. She pointed out the difficulty in planning for so many different kinds of students, who are not always motivated to learn.

Alison MacKenzie spends much time in the local libraries, searching for resources that she feels will be of interest to her students. She is constantly vigilant for what might appeal to them and be correlated to her

units, and she clips articles and tapes relevant documentaries, etc.

There is much program modification, and effective teachers are constantly changing their plans to accommodate the diverse needs and, sometimes, populations that they serve. Due to the nature of the residential schools, there is always an element of transition, with children reaching the goals for their discharge planning to the recruitment of new students on an ongoing basis. This calls for teachers to be able to add and delete students from their classes on a regular basis, which causes a realignment and restructuring of the class as it has been. The unity and solidarity of the class is regularly threatened, and teachers must be willing and able to accommodate the changing needs of the students.

Teaching methods vary but each teacher believes that his or her methoda are the best ways to engage and motivate the students. For example, Brian Atwood has developed an approach to math as another language for his students. He teaches a vocabulary lesson prior to the introduction of a new concept, and then uses "real life" resources and correlations to make his point. This approach brings the practical application to a student population which needs the concrete assurance of the here and now in its learning experiences.

Heather Robbins works closely with her students in setting up experiments, using everyday materials, to

illustrate her lessons. This hands-on approach works well for her, and the students are enjoying their lessons.

The interactions between effective teachers and their students seem based on feelings of mutual respect. Becky Adair is always very polite with her students, and requests, rather than demands, that they pay attention to her. She personalizes her need to have their attention in a way that the students are willing to listen to what she has to say.

Doug Miller is careful to ensure that all of his students are able to participate, and to answer his questions and ask their own with minimal disturbance from other students. There is a feeling of trust between these teachers and their students, so that the classroom is a safe and secure environment where the students can learn by their own mistakes, and where teachers are willing to admit and apologize when they are in error.

The effective teachers provide a supportive environment, and both verbally and through their actions make clear to the students that their input is valuable and necessary to the learning process. They validate their students' ideas and feelings, and they are respected by their students. Limits are clearly defined and enforced, so that student parameters are known to everyone in the class.

Outside of the classroom environment, effective teachers maintain a high level of student interaction.

Becky Adair attends her students' activities and athletic events, camera in hand, to celebrate and capture their most successful moments.

Alison MacKenzie provides field trips to museums and art galleries to broaden the cultural spectrum of her students, and she spends endless hours as a Special Olympics coach of several sporting events. Heather Robbins can be found with her Girl Scout Troop, or sitting outside, reading to some of her students. She might also be seen teaching them to knit, a craft in which she is truly an expert.

Doug Miller may be seen talking and counseling his boys, discussing school lessons or just sharing with them how the world really works.

One of the keys to the relationship between effective teachers and their students is that the teachers are available for their students. They are clear in their visibility with children outside of the classroom, and support them during residential time.

Question Two. Do effective teachers have a personality type that enables them to perform more effectively in the classroom than other teachers?

In reviewing the data on Table 1, the effective teachers do not seem to cluster in any relevant way from which to draw any conclusions about effective teachers. There is a range of personality types across the effective teachers, who make up four different personality types out

of five. Similarly, with the group not designated as effective, there are also four different personality types out of five.

In reviewing Table 2, when MBTI temperaments are compared to the national average, both for all Hillcrest teachers tested and for the ten case histories studies, the average for NF types is substantially above the national average for the general population.

This is significant and makes sense, since the bulk of NF types turn to counseling and teaching careers. As Kroeger and Thuesen (1988) relate:

> The beauty of NF teachers is their ability to make each individual student feel important and cared about. They make superb teachers, albeit a bit idealistic at times. Successful learning, in NJ's eyes, is a product of students feeling happy and understood (p. 53).

NFs have a sense of what the big picture is, and if they are mature, can adapt and apply their teaching to practical situations. They are rather chameleon types and are quite adaptable with others, since they have the ability to understand the bases from which other types operate.

Table 3 breaks out the MBTI profiles for all teachers within the system. Although the Myers-Briggs Profile divides temperaments into four types only, a study of the personality types themselves reveals nineteen out of

twenty-seven teachers possess the F characteristic. This is quite a high correlation and signals the fact that there are many "feelers" among the teachers at Hillcrest Educational Centers, Inc.

Feelers tend to make decisions based on values. "Those with a preference for feeling like dealing with people and tend to become sympathetic, appreciative, and tactful" (Myers, 1991, p. 6). These are the people-persons who work successfully with helping other people, and it is no surprise that this population should be so heavily weighted in that direction.

Since the data collected does not show distinct personality types of effective teachers, there will be further discussion about the limitations of the study presented later in this chapter.

Question Three. Can knowledge gained on effective teachers be used to screen new teachers?

While there was not a useful body of knowledge gained from this study of personality types as related to effective teachers that could be used to screen new teachers, there was correlation to the literature on effective teaching which is reinforced by the characteristics and approaches portrayed by the effective teachers in the study. A knowledge of the characteristics of effective teachers could be useful in a practical demonstration of classroom teaching as part of the screening process for hiring new teachers.

A later section more fully correlates the findings of effective teachers with the literature on effective teaching. There is also the possibility that the MBTI, given in its recently developed and more comprehensive form, could be utilized during the interviewing process, by a person skilled in this instrument, who could ask and interpret answers to better ascertain how true the scored personality type would be. A skilled interviewer might well be able to pick up particular characteristics in the specific personality type that would reflect the common characteristics found in effective teachers.

Question Four. Can training address deficit areas in regard to more effective personality types?

The research data collected and analyzed in this study did not provide a body of useful knowledge that could be utilized to address deficit areas for training in regard to more effective personality types. There are clearly characteristics that are common to effective teachers which may be utilized in training, and these will be discussed in the next section of this study.

## Relevance to the Teacher Effectiveness Literature

The current literature on teacher effectiveness has been instrumental in determining the behaviors of the master teacher. Griffin (1985) proposed two ways to identify the master teacher: the concepts of "better than" and "more than." According to these guidelines, the five

most effective teachers in the Hillcrest Educational Centers, Inc.'s system are certainly rated as "better than" by both their Education Directors and their peers. They are supportive and creative with their students, and their classrooms are safe environments. They do "more than" other teachers, in that they are available to students for extracurricular time, whether in a structured setting or informally with the children. These teachers perform well not only in traditional settings, but undertake specialized functions in their schools and classrooms.

Doyle (1985) defined master teachers as those who design tasks that convey the curriculum to students in their classroom environment. Heather Robbins designs her hands-on experiments for maximum effectiveness, and Becky Adair teaches not only her subject skills, but reinforces daily living skills for her students. All of these teachers are skilled in program modification and spend much time and energy in adapting the curricula to fit the needs of their students. Melanie Grover adapts her classroom teaching so that the skills she teaches can be reinforced in the students' residential time. Doug Miller emphasizes the carryover of what he teaches to practical and real life situations that will help his students in their next placement. Alison MacKenzie spends time in the local libraries to find the appropriate resources for working with her difficult population of students.

Heck and Williams (1984) stated that master teachers are caring, trusting, and share themselves with their students. This is true of the effective teachers who emphasize a trusting relationship that extends two ways, and whose nurturing and concern are noticeable in how they teach. There is a genuine focus on establishing positive student-teacher relationships to encourage students to achieve success; these teachers are concerned with the development of the whole student, not just in the more narrow cognitive domain.

There is a special quality in their personalities: "kindly, stimulating, inquiring, mature, thoughtful, objective, confident, joyful, sincere, and creative" (Pullias and Young, 1969, p. 256). These authors also stated that "the essence of the teaching art lies in the character of the person" (p. 254), and these effective teachers bring new dimensions to the art of teaching.

The classroom must provide an interactive environment for learning, especially for at-risk students. This environment must allow students to grow and to become excited about learning. The teacher must serve as a resource person with "a variety of ideas and materials from which the learner can examine a range of choices" (Heck and Williams, 1984, p. 73).

Effective teachers possess personal and professional qualities that mark them as successful teachers. There are intrinsic characteristics that set them apart from their

colleagues. The literature revealed that effective teachers possess superior preparation for classroom instruction as evidenced in their long-term goals, instructional objectives, and methods appropriate for reaching those objectives. This preparation can be seen in the work of Heather Robbins, who is working on her second master's degree, so that she can not only be a better teacher, but also provide more professional support to her fellow colleagues in their classroom teaching. The other four effective teachers are all finishing their master's degrees, and three of them expressed the desire to continue their education beyond that point. They take advantage of the opportunity to attend meaningful in-service training, and share this knowledge with their peers.

They are self-motivated and sensitive to the needs of their students, as has been seen from their Case Studies. They set limits for student behaviors, and enforce those limits. They focus on student behavior to insure involvement and success wherein all students feel free to participate (Allen, 1986). Good teachers personalize the learning experience by options for all students. Both Becky Adair and Heather Robbins expressed the need to provide children with varieties of choices, with many options on a daily basis.

As has been cited in this section, research into effective teaching has provided a number of similarities in the common components of master teachers, and it is these

factors that may provide for the delicate balance needed in meeting the continuing challenge in the education of at-risk students.

It becomes difficult to convey what the differences are with truly effective teachers. There is a feeling in the classroom that reflects the child-centered structure of it; an atmosphere of openness and lively interaction between and among both students and their teachers; a feeling of comfort for the safety and security that can be found here; an overwhelming sense of enjoyment in the learning process; and an enthusiastic and supportive teacher to facilitate the learning experience.

## Limitations of the Study

This section will address the research findings with an emphasis on why the findings proved as they did.

### Population Sample

The population sample was selected from the teacher population across four campuses of the Hillcrest Educational Centers, Inc.'s system. While the Education Directors each chose their own most effective teachers, questionnaires were also sent to all teachers, asking them to fill out their choices for the top three candidates in their schools, and to give reasons for those choices. The researcher purposefully eliminated a physical education teacher and an industrial arts teacher to provide a more

similar cross-section of classroom teachers for observation purposes. This left three "Teacher of the Year" recipients, and the other two candidates for the most effective were by the votes of both the Education Directors and fellow teachers, respectively.

The remaining five teachers were more difficult to select. The researcher attempted to establish a control group, and these teachers were defined as not designated as one of the five most effective teachers.

The Education Directors were asked to provide teachers who were willing to participate in the research project and who complied with the other requirements, i.e., length of service in the system. One of the selected teachers dropped out early in the project for personal reasons.

A problem that emerged at this point, that became evident as the research began with the interviews and classroom observations, was that there were some effective teachers in the control group who were very skilled and successful at their jobs. While there were two who were not very effective, the bulk of the entire group was basically effective, with a newer teacher who will become effective with some additional technical skills and good mentoring.

Also, the population sample may simply not have been large enough to produce the necessary numbers of people to generate clusters of personality types for this study.

MBTI Instrumentation

Another issue that evolved was in the use of the instrument itself. There was a feeling by the researcher that some of the teachers did not reflect accurately the MBTI Profile that emerged for them. When the consultant was questioned by the researcher, these concerns were raised. The teachers may have been uncomfortable with the researcher's distribution of the test, since some did have questions about who would see the results and how the results would be used.

There could also have been a tendency on the part of some participants to answer the questions in the manner in which they thought they should have been answering, a skewing of their natural answers to distort who they really were for better effect on the researcher.

Since this was a short form of the MBTI, there may not have been enough variation and weight to accurately assess the person's score. The consultant recommended that a skilled professional, knowledgeable about MBTI, actually work with each person to question them on specific elements to gather shadings of meanings that might actually show them to be a different personality type than the test would suggest.

Within the past year, the MBTI has developed a long and comprehensive test with many numerical weights and values to give a more accurate scoring, and this could be used for further research.

## Teacher Issues

As has been noted, there were questions from several teachers who wanted to how what the test would really be used. One teacher even asked if he would lose his job if he were not the "right type." The researcher spent much time reassuring teachers of the confidentiality issues, as well as the results being used for research purposes.

The researcher, in Table 4, listed the number of years of service of teachers, and reviewed that table to see if length of service might make for more effective teachers, but the findings did not bear that out. Effective teachers seemed to cover the range of fairly new teachers to seasoned veterans in the classroom.

Another problem that was seen by the researcher was the choice of Doug Miller as an effective teacher. He is at a point of such frustration in his career that his affect overlays his personality type, and an accurate picture does not seem to be presented. This is a type more oriented to business, and rarely found in teaching, so he may be in the wrong field, although bright and motivated enough to get by for the moment.

## Summary

The central focus of this dissertation was an interpretive perspective of ten selected teachers, with data generated by both participant observation and in-depth interviewing. It also described how various personality

types performed in the classroom, as well as their interactions with students outside of the classroom, with consideration given to the kinds of affect, approaches, and teaching styles utilized by each.

The four research questions were addressed and the findings were reported. The data presented did not show any clusters from which to draw conclusions about effective teachers and personality types. It did, however, show an above average number of NF temperaments, which is not surprising given the predisposition of this type to enter the nurturing and service-related fields of teaching and counseling.

While there were no correlations shown between personality types and effective teachers, there was a strong reinforcement given to the literature on effective teaching. Characteristics of master teachers were found to be dominant in the five effective teachers studied.

The research data collected and analyzed in this study did not provide a body of useful knowledge that could be utilized to address deficit areas for training in regard to more effective personality types.

The limitations of the study were discussed, and focused on the problems in the selection of the population sample itself, the restrictions in the Myers-Briggs Type Indicator itself, and the researcher's concerns regarding teacher issues in the study.

Chapter V further discusses the conclusions of the researcher and recommendations for future research studies.

# CHAPTER V

# CONCLUSIONS AND RECOMMENDATIONS

## Introduction

This chapter is comprised of six sections:

1. Summary of Purpose and Method.
2. Research Questions and Findings.
3. Relevance to the Literature.
4. Implications of the Study.
5. Limitations of the Study.
6. Recommendations for Further Study.

## Summary of Purpose and Method

The purpose of this dissertation was to investigate the personality types of ten teachers with one or more year's experience in the Hillcrest Educational Centers, Inc.'s residential schools to determine whether certain personality types were more effective than others in working with at-risk special education students in a classroom setting. This study also described how these types performed in the classroom, as well as their interactions with students outside of the classroom, giving consideration to the kinds of affect, approaches, and teaching styles utilized by each.

The central focus of this study was an interpretive perspective of ten selected teachers, with data generated by participant observation and in-depth interviews. All teachers in the system were given the Myers-Briggs Type

Indicator, Form G. From that group of twenty-seven teachers, five were selected by the annual evaluation scale given by the Education Directors, respectively, and consensus of their peer group as the five most effective teachers in the system. The other five were teachers who were not designated as in the five most effective, and were selected by their Education Directors with willingness to participate and availability of scheduling, as well as the length of tenure that was required under the guidelines. Physical education, industrial arts, and life skills teachers were eliminated from the study by the need for a consistent classroom-based model for observation purposes.

Three interviews were conducted with each teacher over a four month period of time. The interviews addressed the reasons that the teacher chose her/her particular field, their notable classroom experiences, interests outside of the classroom with respect to interactions with students, the rewards they obtained from their career choices, and issues that they had with teaching at-risk students.

Each teacher was observed three times in class. This time was spent in seeing how each teacher interacted with his/her students, including the ways in which the teachers involved their students during the class sessions, as well as verbal interactions between teachers and student/s.

The in-depth interviews were used to better understand methodology, approaches, and teaching styles of the subjects. The use of participant observation was to witness the behaviors of teachers as well as student responses in working with them.

The gathering of information, data collection, analysis and interpretation culminated in descriptions of these ten teachers in a case study format.

## Research Questions and Findings

The following presentation addresses briefly each research question, in turn, and concludes with a comparison of the findings in the research literatur on effective teaching.

1. What do effective teachers do within and outside the classroom with respect to their interactions with students?

It was notable from the Case Studies on the most effective teachers that there were clear differences between what effective teachers do in a classroom, as well as the activities in which they engage outside of the classroom, and what ineffective teachers do under the same conditions.

There was much program modification, and effective teachers were constantly changing their plans to accommodate the ever-changing needs of the students whom they served. Teaching methods may have varied, but each

teacher believed that his or her methods were the best ways to engage and motivate the students.

The interactions between effective teachers and their students seemed based on feelings of mutual respect and trust. The effective teachers provided a supportive environment, and, both verbally and through their actions, made clear to the students that their input was valuable and necessary to the learning process. They validated their students' ideas and feelings, and they were respected by their students. Limits were clearly defined and enforced, so that student parameters were known to everyone in the class.

Outside of the classroom environment, effective teachers maintained a high level of student interaction. One of the keys to the relationship between effective teachers and their students was that the teachers were available and fully present for their students.

2. Do effective teachers have a personality type that enables them to perform more effectively in the classroom than other teachers?

In reviewing the data, there were no clusters of personality types among the effective teachers that would have enabled the researcher to draw conclusions about relationships between effective teachers and specific MBTI personality types. There was a range of personality types among the effective teachers, as well as a range among those teachers who were not designated as effective.

In reviewing Table 2, however, in a comparison of MBTI temperaments, there was a strong correlation among all teachers toward an NF temperament. The average shown here was substantially higher than the national average for the general population. These "feeling" types tended to have a preference in dealing with people, and it was no surprise that this teacher population was so heavily weighted in that direction.

3. Can knowledge gained on effective teachers be used to screen new teachers?

While there was not a useful body of knowledge to be gained from this study of MBTI personality types as related to effective teachers that could be used to screen new teachers, there was much correlation to the literature on effective teaching, which was reinforced by the characteristics and approaches displayed by the effective teachers in this study.

4. Can training address deficit areas in regard to more effective personality types?

The research data collected and analyzed in this study did not provide a body of useful knowledge that could be utilized for training in regard to more effective personality types. However, an overview of the four MBTI temperament types in regard to their specific teacher styles may be helpful in understanding the strengths and weaknesses of each type in a classroom setting.

Since there were so many NF types represented in the data analysis, the researcher will first describe the teaching style of this type.

Myers and McCaulley (1985) described NF teaching styles in these ways: they shy away from rigid outlines, lesson plans, rules and schedules in teaching, and believe that instruction must reflect the changing needs and interests of the students. They gravitate toward language, fine arts, psychology, or sociology, and approach teaching from a symbolic and humanistic perspective. They need to focus on their impact on human destiny, and instill a sense of moral values to their students. They use real-life, practical applications in their teaching, and teach each student as an individual. They reinforce, encourage, and support students as a matter of routine.

NFs enjoy cooperative learning experiences, and usually grade in a subjective manner. They appreciate their students' acknowledgement of their own imagination and sensitivity. They serve as student advocates, and are naturals as guidance counselors.

They often burn-out in SJ-dominated teaching environments, but are willing to challenge policies that they see as destructive and degrading; they attempt to humanize the institution.

According to Myers and McCaulley (1985), the NTs are similar to NFs in their desire to abandon lesson plans as being too narrow in scope. This group emphasizes broad

concepts, ideas and theories, and often ignores necessary details.

They are a highly analytical group, and often gear their abilities to the brightest and most gifted students, and would not be the most appropriate teachers for at-risk children. They often tolerate and encourage competition in class, and are themselves learners for the sake of learning. They will question and challenge authority, but are inspired by competent and critical thinkers. They often regard both their students and colleagues as not very bright, and tend to be lifelong students themselves. NTs enjoy being appreciated for their intelligence and critical thinking skills, as well as their creativity.

On the other hand, Myers and McCaulley (1985) note that SJs rely on outline, schedules, and rules to teach any subject, tending to emphasize the learning of facts and details, rather than global concepts. They take a historical approach to most subjects, and rarely stray from the prescribed curriculum. SJs use strictly objective grading criteria, and measure their successes through the use of standardized tests.

SJs believe in the enforcement of rules and standards, and disapprove of teachers whose styles are different from their own. They are competent and willing in undertaking the administrative chores of teaching, and believe in a tenure-based employment system for teachers. They tend to look serious, rigid, and punitive to other

teachers, and characterize the dominant attitude of educational teaching and administration.

SPs, state Myers and McCaulley (1985) rely on hands-on work, and practical types of learning, teaching in a factual way. They focus on teaching vocational types of skills, and tend to grade in a competency-based mode. Their teaching styles include a strong physical element, and they inject a spirit of sports into their classrooms.

SPs minimize reading and writing assignments, and reward students with "fun" things when they are successful. They are spirited in their classes, and like to impress students with their "know how." Their teaching approaches tend to be unconventional, and they enjoy coaching and extracurricular clubs and activities.

When they enter administration, they seek to encourage sports and the development of practical skills in the curricula. They are the rarest of teachers and administrators in all fields except coaching and vocational training.

The diversity and approaches briefly described here make obvious comparisons on those who are normally found in the teaching professions, with the heaviest emphases for NFs and SJs, although they are seldom compatible types. This overview conveyed the reasons that NFs are so frequently found in teaching and counseling, and it may be evident that they would work particularly well with at-risk students.

Relevance to the Literature

The current literature on teacher effectiveness has been instrumental in determining behaviors of the master teacher. Effective teachers possess personal and professional qualities that mark them as successful teachers. They possess superior preparation for classroom instruction; they are self-motivated and sensitive to the needs of their students. Successful teachers can nurture the natural desire of students to learn.

According to Michael (1969), "the teacher is the most important person in any effort to humanize the school and to lesson the forces of alienation and depersonalization" (p.97). Effective teachers set limits for student behaviors, and enforce those limits. They focus on student behavior to insure involvement and success so that all students feel free to participate (Allen, 1986).

Sizer (1984) said that good teachers are a critical motivating factor in the learning process. Good teachers know and appreciate the strengths and weaknesses of their students, and have the flexibility to allow students to progress at their own pace.

The effective teachers in Hillcrest Educational Centers, Inc. reflect the characteristics found in the literature to a high degree. The researcher at times found it difficult to describe what the differences were with truly effective teachers, to articulate the "feeling"

present in the effective teacher's classroom. She chose to summarize it in this manner. There was a feeling in the classroom that reflected the child-centered structure of it; an atmosphere of openness and lively interaction between and among both students and their teachers; a feeling of comfort with the safety and security that could be found there; an overwhelming sense of enjoymment in the learning process; and an enthusiastic and supportive teacher to facilitate in the learning experience.

## Implications of the Study

It is not a common occurrence for teachers to spend time with other educators discussing why they are teachers and what the teaching profession can offer to them. Although teachers on all HEC campuses meet daily for "stand-up," this forum is not conducive to sharing methodologies and approaches for how to best work with at-risk students. The daily teacher meeting is designed for informational exchange purposes; to update teachers on students' problems during residential times; to discuss issues of coverage for the coming day; and to reinforce any number of routine concerns that may occur.

Teachers need to spend time reinforcing their commitment to the profession with their colleagues and supervisors, and this might be done as part of professional inservice training. Just talking about their work seemed to give these teachers a renewed sense of pride and

commitment. The teachers seemed responsive to me during their interviews, and openly shared both the positive and negative feelings about their jobs.

Teacher education institutions might look to providing more time for students to spend with classroom teachers, not just as student teachers and interns, but in a more informal and observational way, wherein they might actually interview these teachers in a format similar to the one which I used. Time spent with teachers outside of their classrooms could also reinforce the differences between effective and ineffective teachers with the students. Students in teacher training programs should become knowledgeable about the literature on effective teaching, and be assigned to spend time with designated effective teachers during their coursework.

It remains evident that both administrators and academic colleagues are aware of who the effective teachers are, and these people would be inspirational for other teachers, as well as teachers-in-training to interview and observe.

One of the requests that came repeatedly from the teachers that I interviewed was their desire to spend time in other school programs to see how teachers were handling similar kinds of students. There were also requests to just spend time in other programs and exchange ideas about teaching approaches, trends, and methodologies. These visits could be part of an exchange program between similar

kinds of schools and populations that would provide a focus on the particular needs of students within the residential setting, or regular visits to geographically close schools could be arranged at consistent intervals as part of professional staff development.

At a minimum, administrators must take more time in both talking and listening to staff to provide ongoing support and resources for teachers. Forums for teachers to discuss the new trends in education and to get in touch with their own feelings with their colleagues might be helpful to renew this dedicated and hard-working group of people. There remains in teaching a classroom autonomy that most teachers perceive as beneficial and a positive part of the teaching profession, but this autonomy can lead to a feeling of isolation and segregation from the rest of the profession. Professional interface and interchange cannot be overlooked as necessary ingredients in reinforcing the reasons why teachers teach. Since the rewards of teaching are largely intangible, teachers must be encouraged to enjoin and share the experiences that keep them in teaching and make it of such value to them. The dedication and enthusiasm that I encountered during this study went far toward renewing my own commitment as an educational administrator.

Limitations of the Study

The population sample was selected from the teacher population across four campuses. There were qualifications set for inclusion in the study, and many teachers were eliminated by their short length of service or working in a less traditional classroom setting. There may be a need to have a much larger sample, or to use just one campus as the sample population, given the diverse nature and differences among the student population itself. A larger population may have provided clusters from which more specific personality types could have been extrapolated.

Another limitation was the selection of the most effective teachers by four Education Directors, each with their own individual styles and preferences. The researcher felt that this weighed more heavily than the use of the mostly numerical indicators of the evaluation tool itself in skewing the choices.

A third issue that evolved was in the use of the MBTI itself. There was a feeling by the researcher that some of the teachers' scored personality types were not accurate reflections of who they really were. There was some anxiety among the teachers as to how the results of the MBTI would be used, and who would have access to them. There may have been some deliberate distortions to impress the researcher by skewing the answers to what the teachers thought would sound "better."

Since this was a short form of the MBTI, there may not have been enough variation and weight to accurately assess the person's score. The use of a skilled MBTI trainer to administer the test and to work individually with the teachers to discuss the results may have led to greater insights and "truer" scores, although all teachers said that they were what the test profiles had reflected.

Recommendations for Further Study

There are several recommendations for further study. There is a need to collect more relevant data for the recruitment and hiring of teachers to work with at-risk students. Similar research could be conducted using a much larger population sample, preferably teachers all from the same school, and working with the same students. They should be evaluated by the same person or persons as the most effective teachers. Changing to these guidelines might produce a cluster of effective personality types from which data could be utilized.

Within the past year, a new form of the MBTI has been developed, with a much more comprehensive system of grading, using multitudes of numerical weights and values to give a more accurate scoring. The additional shadings that this would provide might give clearer profiles of the participants and reinforce specific personality types for effectiveness.

A person skilled in the MBTI might be used to participate in the teacher interviews to provide further enlightenment and clarification of type. This person might be useful in conducting a classroom observation, to see if the teaching style was reflective of the scored MBTI profile.

There is certainly a need to recruit and retain successful teachers to work with this difficult population, which seems to become more numerous over time. There is also a need for redirection toward better teacher screening techniques. If this becomes too difficult, perhaps better systems of evaluation can be established. Then, if teachers seem clearly mismatched with this population, they can be removed from their positions with a minimal amount of wasted time.

## Conclusions

After reading this study, the question of how to better define a system of finding effective teachers for the at-risk student population may arise. The literature on teacher effectiveness clearly relates the characteristics that are found in this group, and describes what they are like in their interactions with their students.

Is there some screening device that can be designed that would accurately reflect these characteristics that could be used in an initial screening process? Would this

be of use in a classroom demonstration of teaching skills that so many schools require as part of the interviewing process?

It is apparent that there are effective and talented teachers whose work with at-risk children is productive and successful. Many thanks should go to those who have made this their career and have brought forth success to students who have not previously experienced that in their academic lives.

There is a charisma to the classroom of the effective teacher that is noticable, but difficult, if not impossible, to articulate. There must be ongoing research that will produce the results by which educators and administrators can more clearly define the teachers who will produce the maximum effect toward advancing these students to productivity in their adult lives.

TABLE 1

Effective Teachers and MBTI Profile

| Name of Teacher | MBTI Type | MBTI Temperament |
|---|---|---|
| Becky Adair | ESFP | SP |
| Melanie Grover | ENFP | NF |
| Alison MacKenzie | ESFP | SP |
| Doug Miller | ENTF | NT |
| Heather Robbins | ISFJ | SJ |

Teachers Not Designated As Effective and MBTI Profile

| Name of Teacher | MBTI Type | MBTI Temperament |
|---|---|---|
| Brian Atwood | ENFJ | NF |
| David Forester | INFP | NF |
| Steve Jordan | INFP | NF |
| Hannah Moore | ISFJ | SJ |
| Michael Steele | ENFP | NF |

TABLE 2

Percentage of Teachers of Specific Temperaments
Compared to
National Average of Population

| MBTI Temperament | Percentage of National Average | Percentage of Hillcrest Teachers |
|---|---|---|
| SJ | 38.0% | 40.7% |
| SP | 35.0% | 14.8% |
| NF | 12.0% | 33.3% |
| NT | 12.0% | 11.1% |

| MBTI Temperament | Percentage of National Average | Percentage of Ten Selected Cases |
|---|---|---|
| SJ | 38.0% | 20.0% |
| SP | 35.0% | 20.0% |
| NF | 12.0% | 50.0% |
| NT | 12.0% | 10.0% |

| MBTI Temperament | Percentage of National Average | Percentage of Effective Teachers |
|---|---|---|
| SJ | 38.0% | 20.0% |
| SP | 35.0% | 40.0% |
| NF | 12.0% | 20.0% |
| NT | 12.0% | 20.0% |

TABLE 3

Numbers of Teachers Tested
and Corresponding MBTI Profile

| Number of Teachers | MBTI Type | MBTI Temperament |
|---|---|---|
| 1 | ISTJ | SJ |
| 5 | ISFJ | SJ |
| 0 | ISTP | SP |
| 2 | ISFP | SP |
| 2 | INFJ | NF |
| 1 | INTJ | NT |
| 2 | INFP | NF |
| 0 | INTP | NT |
| 0 | ESTP | SP |
| 2 | ESFP | SP |
| 4 | ESTJ | SJ |
| 1 | ESFJ | SJ |
| 4 | ENFP | NF |
| 1 | ENTP | NT |
| 1 | ENFJ | NF |
| 1 | ENTP | NT |

Total = 27 Teachers

TABLE 4

Number of Years in System for Selected Teachers

| Name of Teacher | Number of Years |
|---|---|
| Becky Adair | 4.0 |
| Brian Atwood | 1.0 |
| David Forester | 6.0 |
| Melanie Grover | 2.0 |
| Steve Jordan | 1.0 |
| Alison MacKenzie | 4.5 |
| Doug Miller | 1.0 |
| Hannah Moore | 4.0 |
| Heather Robbins | 10.0 |
| Michael Steele | 3.5 |

# APPENDIX A

## LETTER TO TEACHERS

Date

Teacher
Hillcrest Educational Centers, Inc.
P.O. Box 4699
Pittsfield, MA 01202

Dear Ms./Mr.:

I am writing a doctoral disseration about the at-risk special needs student in a residential setting, i.e., Hillcrest Educational Centers, Inc. My research has indicated that the type of teacher personality may make a difference in providing support and success to the at-risk student and increase the chances of school retention.

I would like to invite you to participate in this study by allowing me the opportunity to conduct three structured interviews with you and make three classroom observations. I expect that the total interview time overall will be no longer than ten hours.

I hope that you will participate in this study about effective teachers and at-risk students. I will be contacting you in the near future to further discuss the nature of my study and the methodology that I will employ.

Thank you for your consideration in this matter.

Sincerely yours,

Janet R. Rommel, Program Director
Hillcrest Educational Center/High Point

## APPENDIX B

### INFORMED CONSENT AUTHORIZATION

The Relationship of Teacher Personality Types
to Classroom Effectiveness with At-Risk Students
in Special Education Residential Schools

Ms. Janet R. Rommel has spoken to me about the purpose of this research project and the methods involved. Ms. Rommel has made it clear to me that she is studying the interactions between special needs students and effective teachers.

I understand that Ms. Rommel will be conducting three structured interviews with me in addition to observing three of my classroom sessions. All of the interviews will be conducted in a confidential manner, and pseudonyms will be used in the final paper.

I realize that I can withdraw from this study at any point in the process and that a copy of the final paper will be provided for my review.

My signature at the bottom of this page will verify my consent to participate in Ms. Rommel's study.

_____ _____

Signed Date

## APPENDIX C

## INTERVIEW GUIDE

These interviews are designed to examine how effective teachers teach and interact with at-risk students in the way that they do by discussing their past and present life experiences. These questions will look at the personality types of the teachers as categorized by the Myers-Briggs Type Indicator, to further understand the effectiveness of their teaching approaches and interpersonal styles.

The interviews will be tape-recorded to guarantee an accurate account of the conversations, but persons' names will not be used in the final report, and total confidentiality is guaranteed to the participants.

### Interview One: Background

1. What was your background like, including family and school life, that fostered an interest in teaching as a profession for you?
2. What were you like as a student in the various phases of your life, elementary, high school, and college levels?

Interview Two: Teaching as a Profession

3. What experiences as a student turned you toward the teaching profession?
4. What outstanding experiences have you had as a teacher?
5. What negative experiences have you encountered in your career?
6. What kinds of methods and approaches do you find work well with at-risk students in your classes?
7. What is your overall goal in teaching at-risk students in the residential setting?
8. Why are you working with at-risk students in this setting?

Interview Three: Rewards and Relationships

9. What are the reasons that you stay in teaching?
10. What rewards do you acquire in your classroom work? in your professional life?
11. What are the qualities that you possess that are of greatest advantage in working with at-risk students?
12. As a teacher, what would you change in an effort to improve your overall performance?
13. As a teacher, what would you change in an effort to improve the teaching profession?
14. Where do you see yourself in your profession in five years?

# APPENDIX D

## *JOB DESCRIPTION*

POSITION: SPECIAL EDUCATION TEACHER

SUPERVISOR: EDUCATION DIRECTOR

POSITION DESCRIPTION: Under the direction of the Education Director, the Special Education Teacher is responsible for the planning and implementation of appropriate educational programming for the students assigned to him/her, based on each student's IEP. He/She supervises paraprofessional staff persons working with the class during the academic day. The Special Education Teacher plays an active role in IEP development and revision, progress reporting, and coordination with members of other departments in the school.

MINIMUM REQUIREMENTS: Massachusetts certification as a Special Education Teacher at the level of students served by the program. Demonstrated communication and teaching skills.

GENERAL INFORMATION: This position guide contains the major duties and responsibilities of your job. Every effort has been made to make this position guide as complete as possible. We emphasize that you may be required to perform other related duties and activities.

PERFORMANCE EVALUATION: Performance evaluations have been included as part of this position guide. The philosophy of HEC's performance evaluations is to promote the professional growth of each employee. This goal is achieve through a process that helps employees reinforce their strengths in performing their respective job assignments and clarifying job related skills that could be improved. While your supervisor is responsible for the final evaluation, it is expected that each employee participate in this process since the end result should be a work plan for growth of the individual employee.

*Your evaluator will use the following ratings:*

| | |
|---|---|
| N/A = Adequate data not available or not applicable: | Unable to assign numerical value. |
| 1 = Unsatisfactory: | Performance is well below level of expectancy with definite improvement needed. |
| 2 = Needs improvement: | Performance meets with minimal level of expectancy with improvement needed: |
| 3 = Satisfactory: | Performance meets level of expectancy. |
| 4 = Good: | Exceeds level of expectancy for position. |
| 5 = Outstanding: | Far exceeds level of expectancy. |

SCHEDULE OF EVALUATIONS

The schedule will be six months after employment (end of probationary period), year after employment, and annually thereafter.

NAME OF EMPLOYEE _____

## JOB RESPONSIBILITIES

| | | Type & date of evaluation |
|---|---|---|
| | **Professionalism** | |
| | Maintains professional standards in the following areas: | |
| 1. | Is on time for work and maintains good attendance record. | |
| 2. | Notifies supervisor of intended use of sick leave prior to the beginning of shift. | |
| 3. | Maintains appropriate dress and good personal appearance. | |
| 4. | Demonstrates knowledge of HEC's personnel policies. | |
| 5. | Follows established lines of authority in communicating personnel issues. | |
| 6. | Works cooperatively with other staff. | |
| 7. | Discusses personal issues and resolves personality conflicts professionally and in an appropriate setting. | |
| 8. | Seeks professional input from fellow workers and supervisors. | |
| 9. | Observes appropriate confidentiality in regard to students' records and treatment information. | |
| 10. | Attends and actively participates in: | |
| | a. IEP Meetings | |
| | b. Team Meetings | |
| | c. Teachers' Meetings | |
| 11. | Provides an accurate and professional presentation and summary of student performances and goals at appropriate meetings and conferences. | |
| 12. | Communicates pertinent information regarding students' behavior to residential, clinical and medical staff. | |
| 13. | Demonstrates knowledge of emergency procedures. | |
| 14. | Keeps composure and uses good judgement in all situations, especially those of an emergency nature. | |
| 16. | Is open to supervision: | |
| | a. Accepts feedback | |
| | b. Acknowledges strengths and weaknesses | |
| | c. Makes suggestions in a positive manner | |
| | d. Works actively to improve performance | |

*Type: 6 mos. or Annual

| | |
|---|---|
| Demonstrates knowledge of the academic program and contributes ideas for improvement. | |
| Participates regularly in in-service training sessions. | |
| Demonstrates knowledge of clinical diagnoses and medications for the students in his/her class. | |
| Performs all other specifically assigned duties. | |
| Average of Ratings | |
| Teaching Responsibilities | |
| 1. Is conscientious in regard to students' IEPs: | |
| a. Develops an appropriate IEP for each student and does this in a timely manner. | |
| b. Develops an individual curriculum for each student, based on his/her IEP. | |
| c. Develops and follows daily lesson plans which reflect each student's IEP goals and objectives. | |
| d. Revises each student's IEP according to the required timetable. | |
| 2. Demonstrates teaching proficiency in the following ways: | |
| a. Begins class promptly; uses time efficiently. | |
| b. Demonstrates knowledge of the content of subjects taught. | |
| c. Orients students to classwork and maintains academic focus. | |
| d. Handles materials in an orderly manner. | |
| e. Recognizes response, amplifies, gives corrective feedback. | |
| f. Circulates and assists students. | |
| g. Uses instructional aids creatively. | |
| h. Conducts smooth transition from activity-to-activity. | |
| i. Conducts group activities as appropriate. | |
| j. Uses positive reinforcement, building on the slightest hint of reasonableness or indication of non-destructive thought, talk or behavior of the student. | |
| k. Is able to diagnose areas of student academic strength and weakness. | |
| l. Integrates new students into classroom group as smoothly as possible. | |
| 3. Writes and plans lessons thoroughly in regard to the following: | |
| a. Alternates types of assignments to provide a variety of modalities. | |
| b. Effectively uses time to vary learning activities. | |
| c. Plans and prepares suitable assignments for students by adapting instruction and materials to individual needs. | |

| | | |

COMMENTS SECTION

Professionalism

1. Date _____ Name_____

_____

_____

_____

2. Date _____ Name_____

_____

_____

_____

3. Date _____ Name_____

_____

_____

_____

Teaching Responsibilities

1. Date _____ Name_____

_____

_____

_____

2. Date _____ Name_____

_____

_____

_____

3. Date _____ Name_____

_____

_____

_____

# EMPLOYEE EVALUATION
*Conclusion*

_____ _____
[Name of Employee] [Type of Evaluation*]

_____
[Date]

Has this evaluation been discussed with the employee?
_____ YES _____ NO

Recommendation for present and future employment:

_____

_____

Based upon both the strengths and weaknesses identified in this evaluation, set three goals to be addressed by the employee from now until the next evaluation.

1. _____
_____

2. _____
_____

3. _____

[Completion of the following section by employee is mandatory for continued employment.]

I have reviewed this evaluation with my supervisor and I understand its contents. I also understand that my signature does not necessarily mean that I agree with the contents of the evaluation, but that I have read and understand what is said.

Employee Signature: _____ Date: _____

Comments: _____
_____
_____
_____

Date For Next Evaluation: _____
[Month & Year]

Evaluated By: _____
[Name] [Title]

Approved By: _____
[Name] [Title]

*Type: 3 Mos. - 6 Mos. - Annual Date: _____

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